

**READING COMPREHENSION PROFICIENCY OF GRADE NINE STUDENTS: A
COMPARATIVE STUDY**

A Thesis submitted to the Department of English Education in Partial
Fulfillment for the Master of Education in English

Submitted by

Ashok Deep Chaudhary

Janta Multiple Campus, Itahari

Faculty of Education

Tribhuvan University

2024

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DECLARATION

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

Date: June 30, 2024

Ashok Deep Chaudhary

2081-03-16



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Estd. 2045

(त्रिभुवन विश्वविद्यालय व्यवस्थापन, मानविकी तथा शिक्षाशास्त्र सङ्काय सम्बन्धन प्राप्त)

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ashok Deep Chaudhary** has completed this thesis entitled **Reading Comprehension Proficiency of Grade Nine Students: A Comparative Study** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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EVALUATION AND APPROVAL

The thesis entitled **Reading Comprehension Proficiency of Grade Nine Students: A**

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ABSTRACT

The thesis entitled ‘Reading Comprehension Proficiency of Grade Nine Students: A Comparative Study’ aimed to find the reading proficiency of students studying in various private and community schools in Ramdhuni Municipality. There are many challenges in teaching reading at the secondary level at community schools. I have chosen this topic for my research to compare the proficiency level of community school students and private school students in Ramdhuni Municipality. The study was carried out using qualitative research especially the survey model of research. The data was collected from 100 students from five community schools and five private schools from Ramdhuni Municipality. To collect the required data, questionnaires are used comprising various texts with test items of reading comprehension. After, the questionnaires are scored and results are drawn and tabulated. Then, the tabulated data are compared, analyzed, and interpreted based on averages and percentages, and finally, the findings of the study are derived. The study showed an overall reading proficiency of 67.24 percent in Ramdhuni Municipality. Private school boys and girls have significantly higher reading proficiency than their community counterparts. They achieved 77.70 percent overall in all tests whereas community school students only achieved 56.78 percent of reading proficiency. LBIESS secured the highest proficiency of 85.38 percent whereas PSS was constantly the lowest of 43.13 percent among all schools. Girls have overall better reading comprehension than boys. The private schools have done an excellent job in reading comprehension. To uplift the conditions of community schools, a higher amount of effort and resources should be managed and implemented effectively. The teachers and the educators need to promote reading habits in students and choose interesting reading materials.

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Figure 1: Conceptual Framework of the Study

LIST OF ABBREVIATIONS/ACRONYMS

JSS	Janta Secondary School
CKSS	Chandra Kamal Secondary School
PSS	Panchayat Secondary School
ASS	Adarsha Secondary School
BSSS	Bhadgaun Sinuwari Secondary School
RSESS	Rising Star English Secondary School
NWESS	Nawa Kiran English Secondary School
NSS	Namuna Samudayik School
LBIESS	Lord Buddha International English Secondary School
MSESS	Mount Summit English Secondary School
MoEST	Ministry of Education, Science and Technology
SEE	School Education Examination
Etc	etcetera

CHAPTER I

INTRODUCTION

General Background

The word ‘language’ is derived from the Latin word ‘Lingua’ which indicates ‘tongue’. It is the source that humans have been communicating with each other through time. According to Block and Trager (1942), “Language is a system of arbitrary vocal symbols by means of which a social group cooperates.” They suggest that language is formed with sounds which is the way human beings communicate with each other. Robins and Crystal (2024), “Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.” It is the communication medium between human beings for easy and progressive communication. The human language is more complex and arbitrary which differentiates from the animal few notions or symbols in sound. The human language can be expressed through symbols and notions. It is in the form of speech, writing, and symbols. The whole human being activities have been driven by language. We use it for our daily tasks. It is used to express our ideas, emotions, and beliefs. Language is one of the special qualities of a human being.

At present time, English is one of the most dominant languages and extensively spoken languages around the world. As Graddol (1997) has stated English is “the language of the administration.” It is used as the lingua-franka for communication. It is the language of trade and technology. English is used in every academic institution worldwide as the medium of teaching-learning. According to Crystal (2003) at present time more than 100 countries teach English as a foreign language in the world including China, Russia, Germany, Spain, Egypt, Brazil, and Indonesia. The booming development in the fields of science, technology, education, commerce, and economy have been expanding the horizon of English and nearly

more than sixty percent of research and thesis is found in English. There are several causes that are favoring English as a global language. Rohmah (2005) states the reasons behind learning English are for different purposes such as; business, trade, academic pursuit, cultural, technological contact, and even political convenience. So, it has become the driving force of innovation in the modern era.

The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana. After he visited England, he established Durbar High School in 1853 AD at Thapathali Palace. It was the first English School to teach the English language in Nepal. Since then, English has been a subject in the curriculum. Now, it has been modernized to fulfill its aims of teaching and learning (Bhattarai, 2005). In the context of English in Nepal, Khatiwada (2016), “For years, English has occupied a prominent place in the Nepalese syllabus, and for years it stood for the teaching and learning of it through literary genres, the method being unquestionably grammar translation and direct. Since the beginning of English was taught from primary to the graduate level as a compulsory subject, it has remained so.”

At the present time, the structure of school education is divided into basic level (classes 1 to 8) and secondary level (classes 9 to 12). All classes have English as compulsory subject and taught five days in a week at schools. Nowadays, the trend of sending their children to an English medium school is increasing. Curriculum Development Center (CDC) has been designing and implementing the curriculum in Nepal. English Education curriculum now follows the thematic design and have a higher focus on reading comprehension. The total weight of reading comprehension is 40% out of 100 which shows the importance of reading at the school level.

Statement of Problem

National Curriculum Framework (2021) mentions English as a compulsory subject at the school level as well as a medium of instruction. Therefore, English is taught from grade one to grade 12 in Nepal as a compulsory subject and opted as a medium of instruction. Secondary level Curriculum of English (2022) has mentioned four language skills in English i.e., listening, speaking, reading, and writing. In Nepal, reading is given higher priority for learning a second language. The curriculum of English has allocated 40 marks out of 100 marks for reading comprehension. Formal board examinations such as the Secondary Education Examination (SEE) in grade 10 and the School Leaving Certificate (SLC) Examination in grade 12 have a marking scheme of 40 marks out of 75 for reading comprehension. The students are tested in examinations based on the marks secured based on reading comprehension. The students who can read and comprehend the text can secure good marks otherwise not. It shows the importance of reading comprehension at the school level and examination.

As Nepal has become a federal democratic nation, it has been divided into different provinces and local governments such as municipalities and rural municipalities. The responsibility of school education is the responsibility of local government. So, local governments can make policies and programs to improve the quality of education. Education Act (2028) with the 9th Amendment in 2073 has a provision for Government aided community Schools and Private schools. Ramdhuni Municipality also has many community schools and private schools. In the 2018 grade 10 general education exam (SEE), a large number of students scored an average score below 2.0 out of 4 (MoEST, 2019).

Furthermore, there is also a gap in student learning outcomes between community and private schools in Nepal. In the 2018 SEE exam, 4% of community school students scored an average of 3:20 to 4 while 40.84% of private school students scored in the same class (Dixit,

2019). She further asserted that private school students perform exceptionally well compared to community schools. Thapa (2015) also found that students from private schools in Nepal performed better than similar students from community schools in the 10th-grade exam.

These fragments of evidence show that student achievement is not at a good level.

At present, the school management and policies are formed by the local government. I want to know the overall reading comprehension proficiency of students in grade 9 in Ramdhuni Municipality. What is the reading proficiency level of grade 9 students in community schools and private schools? What is their comprehension proficiency in seen poems and passages from the textbook of English for grade 9 and a similar level of poems and passages out of the syllabus? Does the level of reading comprehension of students of grade nine in community and private schools have a similar level? What can be done to improve their level of reading comprehension, etc.? To find answers to the above-mentioned questions, I have selected 'reading comprehension proficiency' as the subject matter of the study.

Objectives of the Study

The objectives of the study are as below:

- a. To find out the reading comprehension proficiency of grade 9 students studying in the schools of Ramdhuni Municipality based on seen and unseen poems and passages.
- b. To compare students' reading comprehension ability in grade nine of community schools and private schools based on seen and unseen poems and passages texts.

Research Questions

The research questions for this study are as follows;

- a. What is the overall reading comprehension proficiency of students in grade nine of community and private schools in Ramdhuni Municipality?

- b. Is the reading comprehension proficiency of grade nine students studying in community schools different from those of private schools?

Significance of the Study

It is significant in testing the reading comprehension of students after teaching reading. Testing of reading provides valuable insights into students' as well as teacher weaknesses and strengths in learning and teaching. This study can be insightful to teachers, students, guardians, textbook writers, curriculum planners, and educators. It provides information on the performance of different reading texts and comparisons. It might help teachers, textbook writers, and curriculum designers in selecting appropriate and interesting texts for reading comprehension to include in teaching, textbooks, and curriculum.

Delimitation of the Study

The delimitation of the studies is as follows:

- a) The study is limited to finding out students' reading comprehension ability in grade nine.
- b) To compare the reading comprehension abilities of the students studying in community and private schools of Ramdhuni Municipality.
- c) The study is limited to reading comprehension ability using seen and unseen poems and passages from the textbook of class 9 and outer sources.
- d) The study was done using seen and unseen poems and essays.
- e) The study was limited to a sample population of 100 students comprising 10 students from each school.
- f) The number of schools is limited to five community and five private schools.

CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

Theoretical Review of Literature

English is taught in Nepal as a compulsory subject from grade I to master's level. The school-level Curriculum Framework 2077 has mentioned English as a mandatory Subject at the school level. The universities in Nepal also have English as a compulsory subject and a medium of teaching-learning. This signifies the importance of English in Nepal and its education system. While English is seen as critical in the global marketplace of the 21st century, it was already playing a role in Nepal's economic and political life as early as the mid-17th century (Giri, 2015).

The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana. After he visited England, he established Durbar High School in 1853 AD at Thapathali Palace. It was the first English School to teach the English language in Nepal. Since then, English has been a subject in the curriculum. Now, it has been modernized to fulfill its aims of teaching and learning (Bhattarai, 2005). In the context of English in Nepal, Khatiwada (2016), "For years, English has occupied a prominent place in the Nepalese syllabus, and for years it stood for the teaching and learning of it through literary genres, the method being unquestionably grammar translation and direct. Since the beginning of English was taught from primary to the graduate level as a compulsory subject, it has remained so."

The National Curriculum Framework (2020) prioritized that English education should be started from grade 1. It has emphasized that English should be taught in English medium from the beginning. It had set two main goals to teach English in schools. The first aim is to enable students to communicate their ideas in English. The second aim is to expose students to the vast treasure of knowledge available in both written and spoken English. Secondary

Education Curriculum (2079) in Nepal follows the thematic language approach. Each unit of English is introduced with a theme and functions and it is practiced thoroughly during the year. Then it introduces the tasks that need to be completed by the students to master the language function. The skills of English have been divided into five areas; listening, speaking, reading grammar, and writing. There will be continuous assessment as well as summative or formal examination at the end of grades 10 and 12. For testing reading comprehension, oral or written questions can be used along with the exercises from the textbook. There will be 16% of marks allocated to listening and speaking skills, 6% for formative or terminal examination, 3% for participation and activities, 40% for reading, 25% for writing skills, and 10% for grammar. (Secondary Education Curriculum, 2079).

Language skills refer to one's mastery of various components of a language to convey the different language functions such as thoughts, intentions, wishes, information, etc. (Haycraft, 1978). Haycraft said that while learning a language, learners need to master different language skills. National Curriculum Framework 2078 has mentioned four language skills viz: listening, speaking, reading, and writing. Speaking and writing skills are called productive skills and listening and reading skills are called receptive skills. To get mastery in speaking and writing one's needed to get mastery over listening and reading. One can produce language utterances with received knowledge and skill. Listening and reading expose one to vast knowledge and information. It develops the competence of students so that they can produce meaningful utterances using the knowledge and understanding they gained from listening and reading. So, listening and reading precede speaking and writing.

Reading is the process of making meaning out of written symbols and letters. Patel and Jain (2008), "Reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill." In addition to listening, speaking, and writing, it is one of the four

primary language skills. Reading is generally helpful in acquiring new vocabulary and consolidating the knowledge of language. Grellet (2004) states that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. When we read, we use our brains to look at written symbols like spaces, punctuation, and letters to make words and sentences that mean something to us. We can read aloud, speaking each word as we read, or we can read silently (in our heads).

Reading is a very important task while learning a language. Patel and Jain (2008), “Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language.” Khoiriyah (2010) states that reading comprehension is the process of blending information from a passage with previous knowledge or experience to extract meaning. So, reading is extracting the meaning out of written symbols and letters based on one’s background, knowledge, and skills. To be able to read, one needs to;

- Recognize the words (word identification);
- comprehend what they mean (understanding);
- connect the meanings of words so that reading becomes effortless and accurate (fluency).

(Khatiwada, 2017)

Reading skill is one of the basic skills of language. Simply the ability to interact with a text and absorb the words is a reading skill or ability. This is something you can do if you can read. Harmer (2007) argues that reading is beneficial for language acquisition. The students get better at comprehension if they read more. It is a receptive skill of language. It is an important way of learning a foreign language. It is the skill of extracting the information from the texts. Klinger et al (2007) mention reading comprehension as a process of deriving meaning from text using several processes such as word reading, word, and world knowledge, and fluency. Therefore, it can be said that reading is the process of extracting

information and understanding the meaning of written texts. Reading skills are the ability to extract information and make meaning from the text. It enables the readers to be independent in their comprehension of the text.

Reading means understanding the text that involves the required information and message. According to Khatiwada (2016), “To read means to understand the various skills of reading.” She mentioned the following skills;

- Recognizing the script of a language.
- Deducing the meaning.
- Understanding the conceptual meaning.
- Understanding relations within the sentences.
- Understanding the communicative value of sentences and utterances.
- Understanding the cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point.
- Distinguishing the main ideas from the supporting details.
- Extracting salient points to summarize.
- Selective extracting of relevant points from the text.
- Basic reference skills.
- Skimming and scanning.

So, reading can be considered a receptive as well as productive skill.

Components of reading skill

Reading is a mixture of different skills combined to extract information from the text. Reading has many components to be recon with to extract the meaning and understand the

text. These skills are categorized such as; decoding, fluency, vocabulary, and understanding sentences.

Phonemic awareness. This is an essential component of reading. It is the ability learned at the early stage of learning a language. A phoneme is considered the smallest unit of sound representation of a word. APA Dictionary of Psychology (2018) defines phonemic awareness as the ability to recognize and distinguish between the different phonemes in spoken words. It is a subcategory of phonological awareness. Similarly, (Yopp, H. K., & Yopp, R., 2000) define Phonemic awareness as the awareness of a sounds sequence in the stream of speech particularly phonemes the smallest unit of sound making a difference in communication. When the students start to go to school, they learn phonemic awareness as their first skill. It signifies the capacity of learners to comprehend sentences, phrases, and words. Furthermore, children should be able to link individual sounds to letters to combine them all and pronounce the entire word.

According to McCarthy (2008), phonological is the phonological information by which we understand different English sound units while speaking fluently. For children, it can be hard to learn to find and utilize phonemes, sound units along the letter knowledge is essential for moving to reading and spelling. McCarthy's definition is more holistic and also includes the difficulty of learning phonemic awareness. The majority of children will develop phonological awareness through exposure to books, rhymes, and sounds both at school and at home. Some children may require additional assistance from school-based phonics lessons. Similarly, phonemic awareness is the competence of dividing a word into phonemes. Here, phonemic awareness does not indicate letters but sounds such as the word “ox” is pronounced /a/, /k/, and /s/, three phonemes but only written two letters. This is known as phonemic awareness (Krashen, 1999, p. 412). So, using the expertise on phonemic awareness one can pronounce it by deciphering the sounds the letters make when arranged in a certain order.

Phonics. Phonics refers to the connection between actual sound and to symbol letters they represent. Without phonics, words don't have any meaning and are just a bunch of squiggles. The learners need to identify the words quickly and accurately while teaching and learning English. Brand (2004) states that phonics is one of the methods of teaching that may help children understand letter sounds for reading and spelling. This method concentrates on the readers' comprehension of the letters and their proper pronunciation throughout reading exercises. Likewise, Bald (2007) mentions phonics as the methodical teaching of letter sounds and letter combinations to children, how to mix and combine these sounds to read and write words. This method motivates students to use the grapheme to decode written letters based on sound. "Phonics is a method of teaching reading that focuses on the relationships between the sounds of spoken language and the letters that represent those sounds in written language" (Voyesersopris, 2023).

Fluency. Reading fluency means that you can read any text without having any trouble. The number of pauses required to comprehend what is written demonstrates reading fluency. According to Cambridge Dictionary (2024), Fluency refers to the ability to speak or write a language easily, well, and quickly. According to www.voyagersopris.com (2023), Reading fluency is using decoding skills to match the letters or graphemes by children while seeing written words to the sounds or phonemes heard in words in speech. Decoding skills are important as they permit children to decipher unfamiliar words and read them aloud accurately. Fluency is very important in reading as it works as the bridge between word cognition and comprehension.

Vocabulary. Vocabulary refers to the repertoire of words, phrases, and expressions of a person in a language. According to Alqahtani (2015: 25), "Vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning." Similarly, McKeown & Curtis (2014: 2) stated that vocabulary is knowledge of the meaning of words.

For children to comprehend what they are reading, they must comprehend the majority of the text's words. Strong vocabulary is essential to this understanding, which in turn leads to good reading comprehension. Alqahtani (2015: 22) stated that if a person cannot get the vocabulary used to convey the intended meaning, then there is no value even though the person can make sentences according to the grammar. Further Lado (1972) cited in Mardianawati, (2012), has suggested five vocabulary aspects; meaning, spelling, pronunciation, word classes, and word use. So, mastering vocabulary first makes it easier for us to master grammar.

Reading Comprehension. Comprehension is the main purpose of reading the texts. According to Meylana (2019) states that reading comprehension is a matter of understanding in written reading texts to obtain information efficiently. Learning the structure of sentences is useful for more than just writing. Reading is also made easier by understanding how sentences connect ideas. Reading fluency improves when you can easily understand the meaning of the sentences by connecting them. This ability, known as cohesion, can assist with coherence in the future. The ability to link ideas together in a large piece of writing is called coherence. Nuttall (2018) suggested four aspects of reading comprehension which the students essential in order to understand a text. They are; determining the main idea, finding specific information (scanning), making inference, and understanding the meaning of words or detailed information which are considered as student difficulties in understanding the text. These aspects are the reading difficulties that the students face in order to comprehend a text.

Principles of reading

Harmer (2007: 201 - 202) mentioned the following principles of reading:

- teachers encourage students to read as often and as much as possible,
- students need to be engaged with what they are reading,
- teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction,

- prediction is a major factor in reading,
- teacher has to match the task to the topic when using intensive reading texts, good teacher exploits reading texts to the full

Reasons of reading

Grellet (2004), has stated two primary reasons for reading:

- Reading for pleasure.
- Reading for information: in order to find out something or to do something for the information you get.

Types of reading

There are different types of reading. It can be categorized based on different categories and strategies used by the readers. Harmer (2005) has just talked about extensive and intensive reading. Likewise, Grellet (1996) has categorized the reading into four categories; scanning, skimming, intensive reading, and extensive reading. Similarly, Patel and Jain (2008) have divided reading into four types; intensive reading, extensive reading, aloud reading, and silent reading. Furthermore, Fideles (2009) has mentioned five types of reading; scanning, skimming, sub-vocalization, light reading, and study reading. It can be categorized as below:

Slow Reading. Reading at a slow pace is done. It is used while beginning the reading process. Similarly, slow reading is also used when reading difficult text with concise information.

Rapid Reading. Other names for rapid reading include speed reading and faster reading. In this reading, the reader reads the texts quickly to better comprehend what they are reading. As a result, this type of reading is utilized by individuals attempting to comprehend a text or locate a particular piece of information. Because reading aloud slows down reading, most people do it silently.

Silent Reading. Silent reading is reading the texts without producing audible sound. It involves the mind. Patel and Jain (2008) define silent reading as “Is kind of habit in which learners are enabled to read without any audible whisper.” It involves our eyes' ability to comprehend a message from graphic symbols. It is also called independent reading. Moss (2016) as cited in Sanders (2020) defines silent reading as a time for readers to develop their fluency skills through choosing a book to read quietly in class. Patel and Jain (2008) argue that silent reading is an essential skill in teaching English. It should be used to increase reading proficiency among students. It is used when one needs to collect a lot of information.

Loud Reading. Oral reading is another name for loud reading. It makes sounds that refer to the reading. This kind of reading is done to check pronunciation, intonation, stress, rhythm, etc. According to Nuttal (1996, p. 2), "For early readers, reading aloud is important." Likewise, Patel and Jain (2008) say that teachers need to train the students to read aloud at the primary level since it functions as the foundation of word pronunciation. It becomes strenuous at the secondary level to train reading aloud. Therefore, loud reading is beneficial for students/readers at the beginning level. Reading this way requires both physical and mental processes.

Scanning. Scanning is a search reading. It refers to reading quickly to locate a particular piece of information. According to Fideles (2009), scanning is “looking over a text quickly to get a specific piece of information.” Our eyes move over the text as we scan, stopping only when we locate the word or piece of information we are looking for. According to Asmawati (2015), scanning is a technique employed for detecting specific information questions asked at the end of the assignment, it is practical and time-saving in locating specific information to answer the questions in the assignment or examination. It requires attention to find specific point in the text. According to Vaezi (2006), scanning is a rapid

reading to determine a particular bit of information such as; name, place, time, etc. It is an item-check reading.

Skimming. A type of search reading called skimming is mostly used to figure out what a text is about before choosing where to read it. Fideles (2009) defines skimming as searching speedily moving one's eyes from the titles of chapters, their starting and ending, and initial sentences to derive a general idea from the texts. Skimming is the act of skimming over a text to understand what it is about and how it is organized. Similarly, Harmer (2006) argues that students should be able to skim a text in order to get general perceptions of it by casting their eyes through it. We do not read every word while skimming; Instead, we ought to focus on the highlighted words, pictures, graphs, and headings. It directs its attention intending to comprehend the text's main points. Readers scan the text quickly to figure out what it's about, its main points, or its gist.

Extensive Reading. For pleasure and unconscious language acquisition, extensive is an excellent rapid silent reading choice. According to Patel and Jain (2008), "Extensive reading is the reading for the pleasure. The reader wants to know about something. The reader does not care about specific important information after reading. Usually, people read for keep them updated." The reading that gives students a sense of liberation and security is referred to as extensive reading. Likewise, Harmer (2001) opines that students need to study the reading material they are able to comprehend since it functions as the foundation for a successful extensive reading program. This includes reading short stories, novels, and articles from magazines and newspapers, and it is usually done in private, without the teacher present, and students should read at a fairly good pace.

Intensive Reading. Intensive reading is reading for the most part at a slower speed and requires a more serious level of understanding. It's also known as "study reading," and it involves reading the text carefully. Fideles (2009) mentioned study reading is a process of reading,

understanding, and recalling the text. It includes tasks such as reflection, thought, analysis, criticism, comparison, highlighting and emphasizing the points, argumentation, evaluation, and summarization. Harmer (2008) opines that a teacher can ask students to work out what kind of text they are reading. Tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. Furthermore, Patel and Jain (2008) explain intensive reading is further progression in language learning under the teacher's guidance. It provides the foundation for the explanation of difficult structures and extends the number of vocabulary and idioms in one's repertoire. It assists in developing substantial control while speaking and writing a language.

Testing reading comprehension.

Testing is one of the major jobs of a teacher. Testing is important and needs to be done to know the progress of the students. According to Brown (2004), "A test is a method of measuring a person ability, knowledge, or performance in a given domain." Similarly, Arikunto (2012) defines test is tool or procedure used to know or measure students performance by using a set of ways and rules. Testing is integral to teaching and learning. Hughes (2003) opines that testing will also be needed in order to provide information about the achievement of groups of learners, without which it is difficult to see how rational educational decisions can be made. So, testing is needed to provide information about learners' achievement.

Reading comprehension is a complex process. To comprehend a text, the learners apply different micro and macro skills while reading a text. Brown (2004) has presented these micro and macro skills as below;

Micro skills

- i. Discriminate among the distinctive graphemes and orthographic patterns of English.
- ii. Retain chunks of language of different lengths in short-term memory.

- iii. Process writing at an efficient rate of speed to suit the purpose.
- iv. Recognize a core of words, and interpret word order patterns and their significance.
- v. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- vi. Recognize that a particular meaning may be expressed in different grammatical forms.
- vii. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills

- i. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- ii. Recognize the communicative functions of written texts, according to form and purpose.
- iii. Infer inter-text that is not explicit by using background knowledge.
- iv. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- v. Distinguish between literal and implied meanings.
- vi. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- vii. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The testing of reading ability is a very complex process. On the surface, it seems easy to construct a reading test but the problem is that the test might not measure what intended to measure. Hughes (2003) argues, “The basic problem is that the exercise of receptive skills

does not necessarily, or usually, manifest itself directly in overt behaviour.” Reading is a receptive skill. While constructing a test, one should include different types of test items to measure different skills of reading comprehension.

The following techniques have been suggested by Huges (2003, pp. 143-153) for testing reading.

- Multiple choices
- Short answer
- Gap-filling
- Information transfer

Similarly, Brown (2004, p.190) has suggested the following techniques for testing reading.

- Reading aloud
- Written response
- Multiple choice
- Picture cued items
- Matching items
- Editing
- Gap filling test
- C-test
- Close-elide test
- Short answer test
- Ordering test
- Summarizing test

Furthermore, Alderson (2000) has presented the following techniques for testing reading;

- Multiple choice items
- Cloze test

- Gap-filling
- Matching
- Ordering
- Editing
- Close-elide test
- Short answer test
- Free recall test
- The summary test
- Gapped summary
- Information transfer

Empirical Review of Literature

Khatiwada (2017) studied on reading comprehension ability of eighth graders: a comparative study in Sunsari district. She conducted the study using sixty students from six public schools of grade eight. She selected the students by simple random sampling procedure. Among the students, thirty were boys and thirty were girls. Subjective and objective questions were used to collect the data. After the data analysis and interpretation, it was found that the level of reading comprehension was satisfactory. The mean score obtained by students in the seen story; letter and biography were 82%, 66%, and 77.92% respectively whereas, in the unseen story, letter and biography were 70.5%, 86.7%, and 55% respectively. It shows that students are satisfactorily adept in reading comprehension.

B.K. (2011) conducted a study on the Reading comprehension ability of Dalit students in Sankhuwasabha district. He studied the Dalit students of six public secondary schools. He used a non-random judgmental sampling procedure for selecting the students. He selected six students from each school. He collected data from 18 boys and 18 girls comprising a total of 36 students. Data was collected through the questionnaire using subjective and objective

questions. After analyzing and interpreting the data, he found that the mean scores of Dalit students in seen and unseen passages were not satisfactory. They obtained 8.33 in seen passages out of 21 full marks and 8.86 in unseen passages out of 21 full marks. He also found that Dalit boys had more reading comprehension ability than Dalit girls.

Bhandari (2010) studied on reading comprehension ability of primary teachers in Chitwan district. He conducted the study on teachers' training and experience. He collected data for his study by using a systematic judge mental sampling procedure from both public and private schools of Chitwan district. The questionnaire composition of unseen passages used both subjective and objective questions. He found that the untrained and inexperienced teachers were more prone to error than trained and experienced teachers. The mean scores of trained teachers and untrained teachers were 13.32 (63.43%) and 13.32 (63.43%) respectively in the subjective test. In the objective test, the mean score was 24.6 (81.62%), and inexperienced teachers got 23.41 (77.61%) respectively out of 29 objective questions. It showed that primary teachers were better at objective tests than subjective tests.

Bhandari (2010) carried out a study on the 'Reading comprehension ability of SLC graduates'. He brought distinction holders from within the valley with him in terms of various comprehension skills. He used 2065 students from various private schools, 80 of whom were in 11th grade and received high marks in their SLC. He gathered information from the informants through observation, interviews, and questionnaires. For the oral and written tests, he used four unseen reading texts. He also used short questions and opinion seekers, multiple-choice, true/false, and gap-filling items. To interpret the data, he used the cumulative average of the scores. He discovered that students performed poorly in reading skills like inference, reading comprehension as a whole, and independent reading. They, on the other hand, had significantly better print skills than comprehension skills. Print skills scored 73.2 percent while meaning skills scored 57.2 percent. In terms of various skills and performance,

distinction holders from the valley performed significantly better than those from outside the valley. Female students performed better in silent reading and overall text comprehension, while male students performed slightly better in vocabulary comprehension and independent reading.

Kattel (2007) has studied 'Reading comprehension of grade ten students' of Sidhupalchok District. For his study, he had taken data from five secondary schools with a sample size of 100 students in 2065BS. He used a random selection method for the sample school and student sample. He utilized the seen text as well as unseen text for the data collection. He found that the reading ability of grade 10 students is satisfactory. The students were able to comprehend text with an average score of 38.65 percent. He also found that the average score of understanding the English text of boys was better than girls.

Bhattarai (2020) conducted the research entitled 'Reading comprehension proficiency of secondary level students in English'. He collected the data from Aatharai Rural Municipality located in Terhathum District of eastern Nepal. He applied informant-oriented variables for the data collection and analysis. Subjective and objective test items were used for the data collection. His study had a sample size of 50 students from three different community schools. He analyzed the collected data using the tabulation method and statistics. He found that the average score of female students was better than their male counterparts with 70.00% and 69.31% respectively while students' performance on seen texts was better than unseen text with an average of 83.87% and 55.47% respectively.

Joshi (2012) investigated "Strategies adopted by the students of grade eleven to develop reading skills." He collected the data from eighty students of grade eleven from four different colleges of Kathmandu District using a questionnaire with close-ended and open-ended questions. For the population sampling for data collection, he applied purposive non-random sampling. the study showed that 53.75 percent of students scan the text while

reading, only 80 percent of them were able to connect to related previous knowledge and 82.5 percent were guessing the meaning of unfamiliar words. He also discovered that 78.75 percent of students paraphrase the information in the text 73.75 percent of them search for the detailed information in the text and 76.25 percent use the monolingual dictionary for consultation. Among the students, 63.75 percent were able to summarize the text, 83.75 percent discussed with text with friends, 88.75 percent reviewed their writing and only 43.75 percent assessed the purpose of their reading.

Ghimire (2014) researched 'Reading Comprehension Ability of SLC Candidates'. He applied both the qualitative and the quantitative research designs for his study. Using the quantitative methods for the data collection and analyzing the data using statistical tools and tabulation. Data was collected utilizing the questionnaire and tabulated. The sample population of the study was 30 students studying in grade 10 in various schools in Arghakhanchi District of Nepal using a stratified random sampling procedure. The study showed the average score of girls was 49.4 percent and 44.9 percent of boys respectively. Though the reading proficiency was satisfactory, the girls were better at reading comprehension than the boys.

Implication of Empirical Review of Literature

From the above reviews, it is found that the above researches are similar to my study and they provide great insights on how to conduct research and helped me to write the literature reviews. They equipped me with some genuine ideas and concepts for developing the conceptual framework. Further, they helped me in designing and analyzing the data. They have conducted research on reading comprehension in different schools and districts. However, they have not conducted a comparative study of grade nine students ability in reading comprehension of specific local governments i.e. municipalities and rural

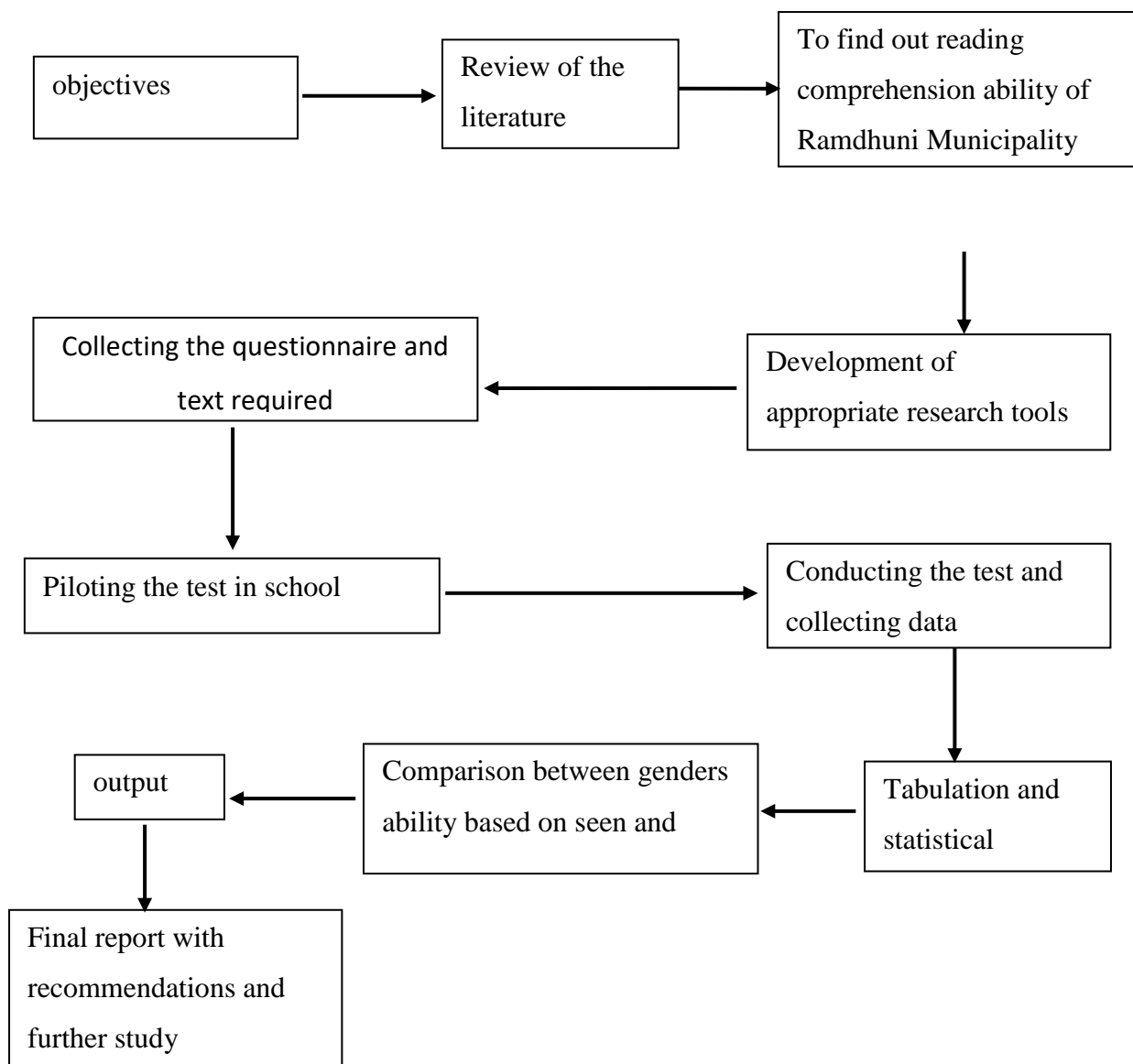
municipalities. So, this study tries to determine the reading comprehension proficiency of Ramdhuni Municipality especially class 9.

Conceptual Framework

Conceptual Framework is the guideline to the researcher. It guides the researcher to conduct research effectively and efficiently. The study of 'Reading comprehension proficiency of grade nine student: A comparative study' was based on the following conceptual framework.

Figure 1

Conceptual Framework of the study



CHAPTER III

RESEARCH METHODOLOGY

Every research employs a methodology to carry out the study. It helps to carry out the research systematically and scientifically. It includes the research design, sources of data collection, procedure of sampling the population, and the data collection process. For this research, the following methodology is applied.

Design of the Study

In this study, I employed quantitative research design, especially quantitative design. It was carried out by using the different seen and unseen texts based on grade 9 English textbook and other sources.

Sources of Data

The sources of data are the students of grade nine in Ramdhuni Municipality. The data was collected using questionnaires with different types of texts.

Primary source of data.

The primary source is students in grade nine studying at five community and five private schools in Ramdhuni Municipality.

Population of the Study

The total populations of the study were 100 students from 10 schools in Ramdhuni Municipality. The schools are selected using a simple random method. Five community and five private schools are selected for data collection. The distribution of the sample population was 10/10 students from each school. Five boys and five girls were selected from each school.

Sampling Procedure

The population of the study was selected by using a simple random procedure. However, schools were selected purposively by using a random sampling procedure.

Tools of Data Collection

The main tool for the study was a questionnaire. Four types of questions were used as the tools for data collection. They were multiple choice, matching, true-false item, and gap-filling. The questions were based on four different reading texts; seen and unseen. The seen texts comprise a poem; Stopping by Woods by Robert Frost and an essay titled 'Interesting Customs around the World'. The unseen texts comprise a poem titled 'Road not Taken' and an essay from a blog titled 'Amazing Traditions Around the World'.

Item based seen test.

I selected a poem and a passage from the English textbook for grade 9. For the poem, I constructed five multiple-choice items, five vocabulary items, and five true/false items total of 15 items. I constructed five gap-filling items, five matching items, and five multiple-choice items. The multiple-choice items carry one mark for each. vocabulary items, true/false items, matching, and gap-filling carry 0.5 marks for each respectively.

Item-based unseen test.

I selected a poem and a passage from the internet similar level to the poem and passage in the textbook. For the poem, I constructed five multiple-choice items, five vocabulary items, and five true/false items. I constructed five gap-filling items, five matching items, and five multiple-choice items. The multiple-choice items carry one mark for each. vocabulary items, true/false items, matching, and gap-filling carry 0.5 marks for each respectively.

Piloting the Test Items

After constructing the tools, I carried out a pilot study to check the reliability, appropriateness, and validity of the test items. The test was administered to the students of Shree Panchayat Secondary School Pipraha, Ramdhuni-3, Sunari using the Test/retest

method. Then answer sheets were collected, and scored then average marks were calculated for reliability and validity.

Process of Data Collection

I visited the selected schools of Ramdhuni Municipality. After obtaining permission from the school administration, I conducted the test with the help of headteachers and English teachers. Firstly, I selected the students randomly using the basic random method. Then, I followed the following procedure for data collection;

- a. First, I managed the sitting arrangement of selected students in the hall or extra room in the school with the help of principals and teachers.
- b. Before providing the questionnaire, I gave clear instructions to students on how to deal with the questionnaire.
- c. Then he provided them with a questionnaire and signaled them to start.
- d. I made sure that no one was able to cheat. So, I managed the sitting distance among them.
- e. I collected all the papers and counted them after they finished their tests.
- f. Then I sorted the paper according to gender.
- g. At last, I thanked all the students, teachers, principals, and school helpers who helped me collect the data.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, I presented the results of the collected data on reading comprehension of grade nine in Ramdhuni Municipality. The collected data are tabulated, analyzed, and interpreted with the help of statistics, especially averages and percentages and results are derived. Then, I compared the results of community schools and private schools and how they are comparable to each other.

Results

The results are based on data collected from the following community and private schools of Ramdhuni Municipality;

- a) JSS, Singiya (
- b) CKSS, Marchaiya
- c) ASS, Baklauri
- d) PSS, Kumarkhat (PSS)
- e) BSSS, Bhadgaun Sinuwari
- f) RSESS, Baklauri
- g) NKESS, Jhumka
- h) NSS, Jhumka
- i) LBIESS, Bainigau Jhumka
- j) MSESS, Shivchowk

After analyzing and tabulating the data, the following results are drawn;

- i. The overall learning outcome of Ramdhuni Municipality is 67.24 percent (see Table 1).
- ii. The highest level of reading comprehension is in the seen poem i.e. 71.6 percent and the lowest in the unseen poem i.e. 59.3 percent only (see Table 1).

- iii. Private school students outperformed community school students substantially in all four tests; seen poem, seen essay, unseen poem, and unseen passage (see Table 2).
- iv. Private school students can comprehend overall 77.70 percent of all texts whereas community school students only can 56.78 percent (see Table 2).
- v. In poems, private school students outclassed community school students in reading comprehension by 75.80 percent to 55.10 percent (see Table 3).
- vi. Private school students crushed community school students in seen and unseen passages by 79.60 percent to 58.45 percent (see table 4).
- vii. Community school boys get outperformed in all four tests by private school boys (see Table 5).
- viii. Community school boys obtained overall 22.06 marks or 55.15 percent whereas private school boys achieved 29.24 marks or 73.10 percent of reading comprehension (see Table 5).
- ix. Community school girls obtained overall 22.06 marks or 55.15 percent whereas private school girls achieved 29.24 marks or 73.10 percent of reading comprehension (see Table 6).
- x. Girls from Ramdhuni Municipality have overall better reading comprehension proficiency than boys with 70.35 percent to 64.13 percent (see Table 7).
- xi. Private school boys scored 14.48 and 14.76 marks in two poems and two passages respectively while community school boys only managed 11.18 and 10.88 (see Table 8).
- xii. Private school girls managed 79.20 percent and 85.40 percent in two poems and two passages while community school girls lagged by 54.3 percent and 62.50 percent respectively (see Table 9).

- xiii. Girls in Ramdhuni Municipality scored higher with 13.35 (66.75%) and 14.79 (73.95%) in two poems and two passages whereas boys only scored 12.83 (64.15%) and 12.82 (64.10%) (see Table 10).
- xiv. Community school girls performed poorly in seen passages and unseen passages with scores of 11.54 (57.70%) and 10.52 (52.60%) respectively while private school boys scored higher with 15.38(76.90%) and 13.86 (69.30%) (see Table 11).
- xv. Community school girls performed poorly in seen passages and unseen passages with scores of 12.98 (64.90%) and 10.38 (51.90%) respectively while private school girls scored higher with 17.16 (85.80%) and 15.76 (78.80%) (see Table 12).
- xvi. Girls outperformed boys in seen passages and unseen passages with scores of 15.07 (75.35%) and 13.07 (65.35%) to 13.46 (67.30%) and 12.19 (60.95%) (see Table 13).
- xvii. Community school boys got outclassed substantially by private school girls in all four tests (see Table 14).
- xviii. Community school boys performed poorly against private school girls in terms of poems and passages (see Table 15).
- xix. Community school boys performed poorly against private school girls in seen and unseen passages (see Table 16).
- xx. Community school girls got outclassed substantially by private school boys in all four tests (see Table 17).
- xxi. Community school girls performed poorly against private school boys in poems and passages (see Table 18).
- xxii. Private school boys outclassed community school girls in seen and unseen passages (see Table 19)

xxiii. Among schools, LBIESS performed the best overall in all four tests with the highest total score of 34.15 (85.38%) and the lowest by PSS with 17.25 (43.18%) (see Table 20).

xxiv. LBIESS obtained the highest scores of 16.85 (84.25%) and 17.30 (86.50%) in poems and passages respectively while PSS constantly scored lowest (see Table 21).

xxv. LBIESS secured the highest marks of 17.70 (88.50%) and 16.45 (82.25%) out of 20 in seen and unseen passages. PSS achieved the lowest in seen passages with a score of 7.7 (38.5%) and BSSS secured the lowest in unseen passages with a score of 9 (45%) (see Table 22).

Discussion of Results

The collected data are collected, scored, and tabulated for the discussion by dividing into different sub-topics as follows;

Overall Reading Comprehension of Grade Nine Students in Ramdhuni Municipality

The following table shows the overall reading comprehension abilities of grade nine students in reading comprehension of seen and unseen passages from ten different schools in Ramdhuni Municipality.

Table 1

Overall Reading Proficiency on Seen and Unseen Passages in Ramdhuni Municipality

Municipality	No of students	Measures of comprehensibility	Seen passage (20)		Unseen Passage (20)		Total (40)
			Poem (10)	Essay (10)	Poem (10)	Essay (10)	
Ramdhuni Municipality	100	Average	7.16	7.11	5.93	6.70	26.90
		Percentage	71.6	71.05	59.3	67.00	67.24

Table 1 presents the overall reading comprehension abilities of grade nine students studying in various schools in Ramdhuni Municipality. The Average score secured by students is 26.90 or 67.24%. It means grade nine students can comprehend 67.24% of reading texts i.e. poems and essays. The average scores secured by grade nine students in the seen poem, seen essay, unseen poem, and unseen essay are 7.16, 7.11, 5.93, and 6.70 respectively. Among different texts, the students secured the highest score in the seen poem and the lowest in the unseen poem. They can comprehend around 71.60% of seen poem whereas only 59.30% of unseen poem is comprehended by them.

An Overall Comparison of Reading Proficiency Between Community Schools and Private Schools Students in Grade Nine

In this section, I have discussed and analyzed the reading comprehension ability of grade nine students of community and private schools based on the types of text used; poems and passages, seen text, and unseen text.

An Overall Comparison of Reading Proficiency Between Community Schools and Private Schools Students in Grade Nine Based on Texts. The following table shows an overall comparison of grade nine students' reading comprehension of seen and unseen passages from ten different schools in Ramdhuni Municipality.

Table 2*Overall Comparison of Reading Proficiency in Seen and Unseen Poems and Passages*

Types of schools	No of students	Measures of comprehensibility	Seen passage		Unseen Passage		Total
			(20)	(20)	(20)	(20)	
			Poem	Essay	Poem	Essay	
			(10)	(10)	(10)	(10)	
Community Schools	50	Average	6.35	5.91	4.67	5.78	22.71
		Percentage	63.5	59.1	46.7	57.8	56.78
Private Schools	50	Average	7.97	8.3	7.19	7.62	31.08
		Percentage	79.7	83	71.9	76.2	77.7
All	100	Average	7.16	7.10	5.93	6.70	26.90
		Percentage	71.6	71.05	59.3	67.00	67.24

Table 2 shows the overall average marks secured by grade nine students from various community and private schools in Ramdhuni Municipality. By comparing the average marks and percent, private schools' students have secured higher marks in all four texts; seen poem, seen essay, unseen poem, and unseen essay. The private school students secured an average total of 31.08 marks and 77.7% whereas community school students only managed 22.71 and 56.78%. Among different texts, private school students secured the highest marks and percent in seen essay whereas community school students secured the highest marks in seen poem. In the seen poem, private school students edge ahead of community schools by an average of 7.97 to 6.35. It means that private school students can comprehend 79.7% of seen poem whereas community schools only managed 63.50%. Likewise, private school outclassed community school students with average marks of 8.3 to 5.91 in seen essay. It means that

community school students only comprehend 59.10 percent of seen essay but private school students can comprehend higher 83% of texts.

In unseen passages, the private schools lead community schools in reading comprehension. The private school students secured marks of 7.19 and 7.62 in unseen poem and essay respectively. In contrast, community school students secured 4.67 and 5.78 marks in unseen poem and essay. It signifies that private school students can comprehend 71.90% and 76.2% of the unseen poem and unseen essay respectively on the contrary only 46.70% and 57.80% of community school students.

In conclusion, the performance of community schools is poor to unseen passages. Private schools have taught English well and better than community schools in Ramdhuni Municipality.

An Overall Comparison of Reading Comprehension Proficiency of Grade Nine Students Based on Poem and Passage. The following table shows the overall comparison between community school and private schools ninth graders in reading comprehension based on poems and passages of Ramdhuni Municipality.

Table 3

Overall Comparison of Reading Proficiency in Poems and Passages

Types of schools	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Community School	50	Average	11.02	11.69	22.71
		Percentage	55.10	58.45	56.78
Private School	50	Average	15.16	15.92	31.08
		Percentage	75.80	79.60	77.70
All	100	Average	13.09	13.81	26.90
		Percentage	65.45	69.03	67.24

By comparing the average marks and percentage in table 3, it is deduced that private school students have performed better in reading tests of poems and passages. Private school students have secured an average of 15.16 marks out of 20 followed by community school students with an average of 11.02 marks in poems. It suggests that private school students can comprehend 75.80 percent of poems text and only 55.10% of community school students. Similarly, private school students lead with average marks of 15.92 and 79.60%, and community school students fall behind with averages of 11.69 and 58.45%. So, private school students have better comprehension ability than the community schools in poems and passages.

An Overall Comparison of Reading Comprehension Proficiency of Grade Nine Students Based on Seen Passages Vs Unseen Passages. The following table shows the overall comparison between of reading comprehension proficiency of grade nine students studying in community schools and private schools of Ramdhuni Municipality based on seen passages i.e. passages from the grade nine textbook of English and unseen passages i.e. passages from outsources.

Table 4

Overall Comparison of Reading Proficiency on Seen Passages and Unseen Passages

Types of schools	No of students	Measures of comprehensibility	Seen Texts (20)	Unseen Texts (20)	Total (100)
Community School	50	Average	12.26	10.45	22.71
		Percentage	61.30	52.25	56.78
Private School	50	Average	16.27	14.81	31.08
		Percentage	81.35	74.05	77.70
All	100	Average	14.27	12.63	26.90
		Percentage	71.33	63.15	67.12

Table 4 shows the overall reading proficiency of private schools is higher than community schools in seen passages and unseen passages. In the Seen passages, private school students obtained an average of 16.27 marks out of 20 marks and 81.35% but community school only obtained 12.26 average marks and 61.30%. It signifies that in two seen reading tests, private school students can comprehend 81.35% in contrast to only 61.30% of community school students. The performance of community school students is below the average of 14.27 marks and 71.33% in the seen test.

Similarly, community school students secured 10.45 marks out of 20 on the unseen test but private school students secured higher with an average of 14.81 marks. It denotes that private school students can comprehend unseen passages better than community schools. Again, with only 52.25% comprehension of unseen texts, community school students performed below average of 63.15%.

In conclusion, private school students have developed higher levels of reading comprehension abilities than community school students in seen passages and unseen passages.

Gender-based Comparison of Reading Comprehension of Grade Nine Students between Community Schools and Private Schools

In this section, I have compared, discussed, and interpreted the reading comprehension of grade nine students of community schools and private schools in Ramdhuni Municipality. I have compared tabulated data of different schools on variables such as seen passages and unseen passages, poems and passages, and types of texts.

Gender-based Comparison of Reading Comprehension of Grade Nine Students Based on Text. The following table shows an overall comparison of reading comprehension of grade nine male students of community schools and private schools of Ramdhuni Municipality on Seen and unseen poems and essays;

Table 5*Boys' Reading Proficiency on Seen and Unseen Text*

Types of Schools	No of students	Measures of comprehensibility	Seen passage		Unseen Passage		Total
			(20)	(20)	(20)	(20)	
			Poem	Essay	Poem	Essay	
			(10)	(10)	(10)	(10)	
Community School	50	Average	6.12	5.42	5.06	5.46	22.06
		Percentage	61.20	54.20	50.60	54.6	55.15
Private School	50	Average	7.90	7.48	6.58	7.28	29.24
		Percentage	79.00	74.80	65.80	72.80	73.10
All	100	Average	7.01	6.45	5.82	6.37	25.65
		Percentage	70.10	65.45	58.20	63.70	64.13

Table 5 shows the reading comprehension ability of boys in grade nine studying in community schools and private schools based on different texts i.e. seen poem, seen passage, unseen poem, and unseen passage. By comparing the average marks and percentage, private school boys have secured higher averages than community school boys. Private school boys secured higher in the seen poem with an average of 7.90 marks out of 10 i.e. 79.00 percent but community school boys only managed 6.12 marks out of 10 i.e. 61.20 percent. Likewise, the average of community school boys in the seen passage is 5.42 marks out of 10 i.e. 54.20 percent.

Similarly, community school boys secured lower marks and percentages in unseen poem and unseen essay. They have averages of 5.06 (50.60%) and 5.46 (54.60%) out of 10

in unseen poem and unseen essay respectively. In contrast, private school boys have averages of 6.58 (65.8) and 7.28 (72.80) in unseen poem and unseen passage.

The private school boys have secured an average of 29.24 marks in total 40 marks i.e.

73.10% but community school boys are lagging with an average of 22.06 marks i.e. 55.15%.

It denotes that private school boys have an overall higher level of reading comprehension proficiency than community school boys. They have more exposure and practice the skills and vocabulary for reading comprehension.

Table 6

Girls' Reading Proficiency in Seen and Unseen Texts

Types of Schools	No of students	Measures of comprehensibility	Seen passage (20)		Unseen Passage (20)		Total (40)
			Poem (10)	Essay (10)	Poem (10)	Essay (10)	
Community School	50	Average	6.58	6.4	4.28	6.10	23.36
		Percentage	65.8	64.00	42.80	61.00	58.40
Private School	50	Average	8.04	9.12	7.80	7.96	32.92
		Percentage	80.4	91.20	78.00	79.60	82.30
All	100	Average	7.31	7.76	6.04	7.03	28.14
		Percentage	73.10	77.60	60.40	70.30	70.35

Table 5 shows the reading comprehension ability of girls in grade nine studying in community schools and private schools based on different texts i.e. seen poem, seen passage, unseen poem, and unseen passage. By comparing the average marks and percentage, private school girl students have secured higher averages than community school girl students.

Private school girls secured higher in the seen poem with an average of 8.04 marks out of 10 i.e. 80.4 percent but community school girls only managed 6.58 marks out of 10 i.e. 65.8 percent. Likewise, the average of community school girls in seen essay is 6.40 marks out of 10 i.e. 64.00 percent but private school girls outclassed them with 9.12 marks out of 10 i.e. 91.20 percent. Similarly, community school girls have secured lower marks and percentages in unseen poem as well as in unseen essay. They have averages of 4.28 (42.80%) and 6.10 (61.00%) out of 10 in unseen poem and unseen essay respectively. Contrary to this, private school girls have averages of 7.8 (78.00%) and 7.68 (76.80%) in the unseen poem and unseen passage respectively.

Furthermore, the girls have the highest average marks of 7.76 (77.60%) in seen passage and the lowest in unseen poem with 6.40 (64.00%). It means the girls have better comprehension in seen reading passage than in unseen poem. In total, they have secured an average of 28.14 marks i.e. 70.35% which means they can comprehend around 70.35 percent of different types of texts.

The private school girls have secured an average of 29.24 marks in total 40 marks i.e. 73.10% but community school girl students are lagging with an average of 23.36 marks i.e. 58.40%. It denotes that private school girls have an overall higher level of reading comprehension proficiency than community school girls. They have more exposure and vocabulary for reading comprehension.

Table 7*Comparison between Boys' and Girls' Reading Proficiency on Seen and Unseen texts*

Genders	No of students	Measures of comprehensibility	Seen passage (20)		Unseen Passage (20)		Total (40)
			Poem	Essay	Poem	Essay	
			(10)	(10)	(10)	(10)	
Boys	50	Average	7.01	6.45	5.82	6.37	25.65
		Percentage	70.31	64.50	58.20	63.70	64.13
Girls	50	Average	7.31	7.76	6.04	7.03	28.14
		Percentage	73.10	77.60	60.40	70.30	70.35
All	100	Average	7.16	7.11	5.93	6.70	26.90
		Percentage	71.60	71.05	59.30	67.00	67.24

Table 7 presents the comparison of reading comprehension proficiency between boys students and girls studying in various schools in various reading texts in Ramdhuni Municipality. In seen poem, girls edge over boys slightly with an average of 7.3 i.e. 73.10 percent to 7.01 i.e. 70.10 percent. Similarly, girls have performed better in seen passage. They secured an average of 7.76 (77.60%) but boys only managed an average of 6.45 (64.50%).

Likewise, the same pattern is followed in the unseen passage. The boys lagged by an average of 5.82 (58.20%) to 6.04 (60.4%) of girls. It means they have comprehended nearly similar to each other. Then again, girls outclassed boys in unseen passage. They obtained an average of 7.03 (70.30%) to 6.37 (63.70%).

Furthermore, girls secured higher marks in total combining all four texts. They obtained an average of 28.14 (70.35%) but boys only secured 25.65 (64.13%). It indicates

that girls are better at comprehending all four texts the boys in grade nine of Ramdhuni Municipality.

Gender-based Comparison of Reading Proficiency in Poems and Passages.

The following three tables show the gender-based comparison of reading comprehension proficiency by genres of literature i.e. poems and passages of private schools and community schools.

Table 8

Boys' Reading Proficiency in Poems and Passages

Type of School	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Community School	50	Average	11.18	10.88	22.06
		Percentage	55.90	54.40	55.15
Private School	50	Average	14.48	14.76	29.24
		Percentage	72.40	73.80	73.10
All	100	Average	12.83	12.82	25.65
		Percentage	64.15	64.10	64.13

Table 8 shows the comparison of reading comprehension proficiency of male/boy students studying in various community and private schools in Ramdhuni Municipality by poems and passages. In poems, the boy students of private schools have got higher average marks of 14.48 (72.40%) out of 20 than boy students of community schools with an average of 11.18 (55.90%) out of 20 marks. It signifies that boy students in community schools have lower reading proficiency in poems. They could only comprehend 55.90 percent of poems whereas boys of private schools managed to comprehend 72.40 percent of poems test.

Again, boys from private schools managed higher reading comprehension in passages than boys from community schools. They obtained an average of 14.76 (73.80%) out of 20 marks whereas community school boys only managed 10.88 (54.40%) out of 20 marks. It shows that they have comprehended 73.80 percent out of two passages but boys from community schools are only able to comprehend 54.40 percent out of two passages.

Finally, boys studying in various schools in Ramdhuni Municipality have similar reading comprehension proficiency in poems and passages i.e. 12.83 (64.15%) and 12.82 (64.10%).

Table 9

Girls' Reading Proficiency in Poems and Passages

Gender	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (40)
Community School	50	Average	10.86	12.50	23.36
		Percentage	54.30	62.50	58.40
Private Schools	50	Average	15.84	17.08	32.92
		Percentage	79.20	85.40	82.30
All	100	Average	13.35	14.79	28.14
		Percentage	66.75	73.95	70.35

Table 9 shows the comparison of reading comprehension proficiency of girls studying in various community and private schools in Ramdhuni Municipality in reading genre of poems and passages. By comparing averages and percentages, it is observed that girls from private schools have secured higher marks than girls from community schools. In poems, girls from private schools obtained an average of 15.84 i.e. 79.20 percent whereas community

school girls were able to get an average of 10.86 i.e. 54.30 percent only. It suggests that private school girls are more proficient in reading poems than community school ones. Similarly, private school girls secured higher marks in passages as well. The girls from private schools have an average of 17.08 marks i.e. 85.40 percent but community schools have much less than 12.50 i.e. 65.20 percent.

Holistically girls of private and community schools have higher scores in passages than the poem. They secured 14.79 i.e. 73.95 percent in passages but only 13.35 i.e. 66.75 percent in poems. It means that they are more proficient in passage comprehension than poem comprehension.

Table 10

Comparison between Boys and Girls' Reading Proficiency in Poems and Passages

Gender	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Boys	50	Average	12.83	12.82	25.65
		Percentage	64.15	64.10	64.13
Girls	50	Average	13.35	14.79	28.14
		Percentage	66.75	73.95	70.35
All	100	Average	13.09	13.81	26.90
		Percentage	65.45	69.03	67.24

Table 10 presents the comparison between boys and girls studying in various community and private schools in poems and passages. In poems, girls have negligible higher marks than boys. The girls and the boys secured 13.35 (66.75%) and 12.83 (64.15%) out of 20 marks in poems respectively. It means boys and girls have nearly similar levels of reading proficiency in poems.

Similarly, the girls got higher scores in passages than boys. The girls and the boys secured 14.79 (73.95%) and 12.82 (64.10%) out of 20 in passage comprehension. It indicates that the girls are overall more proficient in reading passages than boys in grade nine in various schools of Ramdhuni Municipality.

Gender-Based Comparison Between Community and Private Schools in Seen Passages and Unseen Passages. The following tables show the gender-based comparison of reading comprehension proficiency of ninth graders of community and private schools in seen passages and unseen passages.

Table No. 11

Comparison of Reading Proficiency Between Community and Private Schools of Boys in Seen and Unseen Passages

Types of schools	No of students	Measures of comprehensibility	Seen passage (20)	Unseen Passage (20)	Total (40)
Community Schools	50	Average	11.54	10.52	22.06
		Percentage	57.70	52.60	54.88
Private Schools	50	Average	15.38	13.86	29.24
		Percentage	76.90	69.30	72.95
All	100	Average	13.46	12.19	25.65
		Percentage	67.30	60.95	64.13

Table 11 presents the reading comprehension proficiency of boys in seen passages and unseen passages. In community schools, boys have higher marks in seen passages than unseen passages. They secured 11.54 (57.70%) and 10.52 (52.60%) out of 20 marks in seen passages and unseen passages respectively. It indicates they have slightly higher reading comprehension proficiency in seen passages than unseen passages.

Similarly, private school boys also secured higher marks in seen passages than in unseen passages. They secured 15.38 (76.90%) out of 20 and 13.86 (69.30%) out of 20 in seen passages and unseen passages. It shows that private school boys are more proficient in seen reading comprehension than unseen reading passages.

By comparing average marks, the private school boys have higher proficiency in seen and unseen passages. They can comprehend 76.90 percent of seen passages but only 57.70 percent by community school boys. Similarly, they could comprehend 69.30 percent of unseen passages rather than 52.60 percent by community boys.

Table 12

Comparison of Reading Proficiency of Girls in Seen and Unseen Passages

Types of schools	No of students	Measures of comprehensibility	Seen passage (20)	Unseen Passage (20)	Total (40)
Community Schools	50	Average	12.98	10.38	23.36
		Percentage	64.90	51.90	59.70
Private Schools	50	Average	17.16	15.76	32.92
		Percentage	85.80	78.80	82.30
All	100	Average	15.07	13.07	28.14
		Percentage	75.35	65.35	70.35

Table 12 presents the reading comprehension proficiency of female students in seen passages and unseen passages. Community school girls have higher marks in seen passages than unseen passages. They secured 12.98 (64.90%) and 10.38 (51.90%) out of 20 marks in seen passages and unseen passages respectively. It indicates they have higher reading comprehension proficiency in seen passages than unseen passages.

Similarly, private school girls also secured higher marks in seen passages than in unseen passages. They secured 17.16 (85.80%) out of 20 and 15.76 (78.80%) out of 20 in seen passages and unseen passages. It shows that private school girls are more proficient in seen reading comprehension than unseen reading passages.

By comparing average marks, the private school girls have much higher proficiency in seen and unseen passages. They can comprehend 85.80 percent of seen passages but only 64.90 percent by community school girls. Similarly, they could comprehend 78.80 percent of unseen passages rather than 51.90 percent by community girls.

Table 13

Comparison Between Boys' and Girls' Reading Proficiency in Seen Passages and Unseen Passages

Gender	No of students	Measures of comprehensibility	Seen Passages (20)	Unseen Passages (20)	Total (100)
Boys	50	Average	13.46	12.19	25.65
		Percentage	67.30	60.95	64.13
Girls	50	Average	15.07	13.07	28.14
		Percentage	75.35	65.35	70.35
All	100	Average	14.27	12.63	26.90
		Percentage	71.33	63.15	67.24

Table 13 shows the comparison between boys' and girls' reading comprehension proficiency in seen passages and unseen passages. By comparing averages and percentages, the girls secured higher marks in both seen and unseen passages. They obtained 15.07 (75.35%) and 13.07 (65.35%) in seen and unseen passages respectively. The boys secured

13.45 (67.30%) and 12.19 (60.95%) in seen and unseen passages respectively. The highest score and percentage were secured by girls in seen passages and the least by boys in unseen passages. It indicates that girls can comprehend 75.35% of seen passages and boys can comprehend the least with 60.95% of unseen passages.

Comparison Between Community School Boys and Private School Girls in Reading Abilities. The following table compares community school boys and private school girls in reading comprehension proficiency based on texts.

Table 14

Comparison Between Community School boys and Private School Girls based on texts

Genders	No of students	Measures of comprehensibility	Seen passage (20)		Unseen Passage (20)		Total (100)
			Poem (10)	Essay (10)	Poem (10)	Essay (10)	
Community School Boys	50	Average	6.12	5.42	5.06	5.46	22.06
		Percentage	61.20	54.20	50.60	54.60	55.15
Private School Girls	50	Average	8.04	9.12	7.80	7.96	32.92
		Percentage	80.40	91.20	78.00	79.60	82.30
All	100	Average	7.08	7.27	6.43	6.71	27.49
		Percentage	70.80	72.70	64.30	67.10	68.73

Table 14 compares community school boys' and private school girls' reading comprehension proficiency based on types of texts. The community school boys secured 6.12

(61.20%), 5.42 (54.20%), 5.06 (50.60%), and 5.46 (54.60%) out of 10 in the seen poem, seen passage, unseen poem, and unseen passage respectively. Similarly, private school girls secured 8.04 (80.40%), 9.12 (91.2%), 7.80 (78.00) and 7.96 (79.60%). By comparing scores and percentages, girls have outclassed the community school boys. The private school girls have the highest comprehension ability in the seen passage with 91.20 percent of comprehension of text whereas boys are able to comprehend the highest in the seen poem which is 61.20 percent. Both community school boys and private school girls have the lowest comprehension of unseen poem with 50.60 percent and 78.00 percent respectively. Overall, private school girls outclassed the community school boys in total. They secured an average of 32.92 (82.30%) and 22.06 (55.15%) in total respectively. It shows that private school girls can comprehend all 82.30% and 55.15% of community school boys on all four tests respectively.

Table 15

Comparison Between Community Schools Boys and Private Schools Girls' Reading

Proficiency in Poems and Passages

Gender	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Community School Boys	50	Average	11.18	10.88	22.06
		Percentage	55.90	54.40	55.15
Private School Girls	50	Average	15.84	17.08	32.92
		Percentage	79.20	85.40	82.30
All	100	Average	13.51	13.98	27.49
		Percentage	67.55	69.90	68.73

Table no 15 compares community school boys' and private school girls' reading proficiency in poems and passages. The community school boys secured 11.18 (55.90%), and 10.88 (54.40%) out of 20 in poems and passages respectively, and a combined score of 22.06 in all four tests. Similarly, the private school girls secured 15.84 (79.20%), and 17.08 (85.40%) out of 20 in poems and passages and a combined score of 32.92 (82.30%). By comparison of scores and percentages, the girls from private school girls outclassed community school boys in poems and passages. The highest score and percentage obtained in passages by private school girls with 17.08 (85.40%) and the lowest score and percentage by the community school boys in passages with 10.88 (54.40%).

Table 16

Comparison between Community Schools Boys and Private Schools Girls' reading proficiency in Seen passages and unseen passages

Gender	No of students	Measures of comprehensibility	Seen Passage (20)	Unseen Passages (20)	Total (100)
Community School Boys	50	Average	11.54	10.52	22.06
		Percentage	57.70	52.60	55.15
Private School Girls	50	Average	17.16	15.76	32.92
		Percentage	85.80	78.80	82.30
All	100	Average	14.35	13.14	27.49
		Percentage	71.75	65.70	68.73

Table 16 compares community school boys' and private school girls' reading proficiency in seen and unseen passages. The community school boys have secured 11.54 (57.70%), and 10.52 (52.60%) out of 20 in seen and unseen passages respectively, and a combined score of 22.06 in all four tests. Similarly, the private school girls secured 17.16

(85.80%), and 15.76 (78.80%) out of 20 in poems and passages and a combined score of 32.92 (82.30%). By comparison of scores and percentages, the girls from private school girls outclassed community school boys in seen and unseen passages. The highest score and percentage obtained in seen passages by private school girls is 17.16 (85.80%) and the lowest score and percentage by the community school boys in unseen passages is 10.52 (52.60%).

Comparison Between Community School Girls and Private School Boys in

Reading Abilities. The following three tables compare community school girls and private school boys based on different types of passages.

Table 17

Comparison Between Community School Girls and Private School Boys based on Different Texts

Genders	No of students	Measures of comprehensibility	Seen passage (20)		Unseen Passage (20)		Total (100)
			Poem (10)	Essay (10)	Poem (10)	Essay (10)	
Community School Girls	50	Average	6.58	6.40	4.28	6.10	23.36
		Percentage	65.80	64.00	42.80	61.00	58.4
Private School Boys	50	Average	7.90	7.48	6.58	7.28	29.24
		Percentage	79.00	74.80	65.80	72.80	73.10
All	100	Average	7.24	6.94	5.43	6.69	26.30
		Percentage	72.4	69.40	54.30	66.9	65.75

Table 17 compares community school girls and private school boys based on different types of passages i.e. seen poem, seen essay, unseen poem, and unseen essay. The community school girls secured an average of 6.58 (65.80%) out of 10 in the seen poem whereas private school boys got 7.90 (79.00%). Similarly, private school boys managed 7.48 (74.80%) out of 10 in the seen essay but community school girls only scored 6.40 (64.00%). Likewise, community school girls performed lower in unseen passages. They secured 4.80 (48.00%) and 6.10 (61.00%) out of 10 in unseen poems and unseen essays respectively. In contrast, private school boys achieved averages of 6.58 (65.80%) and 7.28 (72.80%) out of 10 in an unseen poem and an unseen essay. By comparing their averages and percentages in unseen poem and essay, private school boys outperformed the community school boys significantly.

Furthermore, the community school girls and private school boys secured combined scores of 23.26 (58.40%) and 29.24 (73.10%) on all four tests. After comparing their combined scores, private school boys outclassed the community school boys substantially.

Table 18

Comparison Between Community Schools Girls and Private Schools Boys' Reading

Proficiency in Poems and Passages

Gender	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Community School Girls	50	Average	10.86	12.50	23.36
		Percentage	54.30	62.50	58.40
Private School Boys	50	Average	14.48	14.76	29.24
		Percentage	72.40	73.80	73.10
All	100	Average	12.67	13.63	26.30
		Percentage	63.35	68.15	65.75

Table 18 compares community school girls and private school boys based on poems, and unseen passages. The community school girls secured an average of 10.86 (54.30%) and 12.50 (62.50%) out of 20 on the poems and the passages respectively whereas private school boys obtained averages of 14.48 (72.40%) and 14.76 (73.80%) respectively. Thus, comparing their average scores and percentages, private school boys significantly outclassed the community school girls in the poems and the passages.

Table 19

Comparison between Community Schools Girls and Private Schools Boys' Reading Proficiency in Seen Passages and Unseen Passages

Gender	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (100)
Community School Girls	50	Average	12.98	10.38	23.36
		Percentage	64.90	51.90	59.70
Private School Boys	50	Average	15.38	13.86	29.24
		Percentage	76.90	69.30	72.95
All	100	Average	14.18	12.12	26.30
		Percentage	70.90	60.60	65.75

Table 18 compares community school girls and private school boys based on seen passages and unseen passages. The community school girls secured an average of 12.98 (64.90%) and 10.38 (51.90%) out of 20 in seen passages and unseen passages respectively whereas private school boys obtained averages of 15.38 (76.90%) and 13.86 (69.30%) respectively. Thus, comparing their average scores and percentages, private school boys significantly outclassed the community school girls in seen passages and unseen passages.

School-Based Comparison of Reading Proficiency of Ninth Graders

In this section, I have compared the reading comprehension proficiency of ten schools in Ramdhuni Municipality based on various tests i.e. seen poem, seen essay, unseen poem, and unseen essay.

An Overall Comparison of Reading Proficiency of Various Schools Based on Seen and Unseen Text. The following table compares reading comprehension proficiency based on seen and unseen poems and essays among the ten schools of Ramdhuni Municipality.

Table 20

School-based Reading Comprehension Proficiency among Ten Various Schools

Schools	Measures of Comprehensibility	Seen Passage		Unseen Passage		Total
		Seen	Essay	Unseen	Unseen	
		Poem		Poem	Essay	
JSS	Average	7.00	7.1	5.70	6.10	25.29
	Percent	70.00	71.00	57.00	61.00	64.75
CKSS	Average	7.40	5.70	4.60	5.20	22.29
	Percent	74.00	57.00	46.00	52.00	57.27
ASS	Average	7.15	6.90	6.00	6.10	26.15
	Percent	71.50	69.00	60.00	61.00	65.38
PSS	Average	3.90	3.80	3.85	5.70	17.25
	Percent	39.00	38.00	38.50	57.00	43.13
BSSS	Average	6.30	6.05	3.20	5.80	21.35
	Percent	63.00	60.50	32.00	58.00	53.38
RSESS	Average	8.10	8.75	7.65	7.70	32.20
	Percent	81.00	87.50	7.65	77.00	80.50

NKESS	Average	8.20	8.25	7.35	7.80	31.60
	Percent	82.00	82.50	73.50	78.00	79.00
NSS	Average	6.70	6.35	5.55	7.05	25.65
	Percent	67.00	63.50	55.50	70.50	64.13
LBISS	Average	8.40	9.30	8.45	8.00	34.15
	Percent	84.00	93.00	84.50	80.00	85.38
MSEBS	Average	8.45	8.85	6.95	7.55	31.80
	Percent	84.50	88.50	69.50	75.50	79.50
ALL	Average	7.16	7.11	5.93	6.7	6.72
	Percent	71.60	71.05	59.30	67.00	67.24

Table 20 compares the reading comprehension proficiency of ten different schools in Ramdhuni Municipality based on various seen and unseen poems and essays along with the combined scores of four tests. After comparing the averages and percentages, MSEBS students secured the highest scores in the seen poem i.e. 8.45 (84.50%) closely followed by LBISS students with 8.40 (84.00%) and NKESS students with 8.20 (82.00%). There is just a 0.05 (0.50%) difference between MSEBS and LBISS which is negligible and comparable to each. Likely, PSS students have the lowest average of 3.90 (39.00%). It indicates that MSEBS and PSS students can comprehend the seen poem highest and lowest respectively among all ten schools in Ramdhuni Municipality.

Likewise, LBISS students obtained the highest average marks of 9.30 (93.00%) on the seen essay. They are followed by MSEBS students with 8.85 (88.50%) and RSEBS with 8.75 (87.50%) on the seen passage. Again, PSS students obtained the lowest score of 3.80 (38.00%). It shows that MSEBS students can comprehend 88.50 percent of the seen essay which is the highest and PSS students can the least among all ten schools.

Similarly, LBIESS students secured the highest average marks of 8.45 (84.50%) in the unseen poem. They are followed by NKESS and RSESS students with averages of 7.80 (78.00%) and 7.70 (77.00%) respectively. BSSS students got the lowest average score of 3.20 (32.00%). It signifies that LBIESS and BSSS students have the highest and the lowest levels of reading comprehension proficiency among all ten schools.

In the same way, LBIESS students secured the highest average marks of 8.00 (80.00%) in the unseen passages among all ten schools. They are followed by RSESS and NKESS students with averages of 7.65 (76.50%) and 7.35 (73.50%) respectively. PSS students got the lowest average score of 5.70 (57.00%) among all schools. It signifies that LBIESS and PSS students have the highest and the lowest levels of reading comprehension proficiency among all ten schools in Ramdhuni Municipality.

Furthermore, LBIESS students obtained the highest combined average marks of 34.15 (85.38%) in all four tests among all 10 schools. They are followed by RSESS and MSESS students with 32.20 (80.50%) and 31.80 (79.50%) respectively. Again, PSS students performed the poorest average of 17.25 (43.13%) among all ten schools. It indicates that LBIESS and PSS students have the highest and the poorest levels of reading comprehension proficiency among all ten schools in Ramdhuni Municipality.

An Overall Comparison of Reading Proficiency of Various Schools Based on Poems and Passages

The following table shows an overall comparison of reading comprehension of grade nine male students of community and private schools of Ramdhuni Municipality on Seen and unseen poems and essays;

Table 21

School-based Comparison of Poems and Passages in Different Schools

Schools	No of students	Measures of comprehensibility	Poems (20)	Passages (20)	Total (40)
JSS	10	Average	12.70	13.20	25.90
		Percent	63.50	66.00	64.75
CKSS	10	Average	12.00	10.90	22.90
		Percent	60.00	54.50	57.25
ASS	10	Average	13.15	13.00	26.15
		Percent	65.75	65.00	65.38
PSS	10	Average	7.75	9.50	17.25
		Percent	38.75	47.50	43.13
BSSS	10	Average	9.50	11.85	21.35
		Percent	47.50	59.25	53.38
RSESS	10	Average	15.75	16.45	32.20
		Percent	78.75	82.25	80.50
NKESS	10	Average	15.55	16.05	31.60
		Percent	77.75	80.25	79.00
NSS	10	Average	12.25	13.40	26.65
		Percent	61.25	67.00	64.13
LBIES	10	Average	16.85	17.30	34.15
		Percent	84.25	86.50	85.50
MSEBS	10	Average	15.40	16.40	31.80
		Percent	77.00	82.00	79.50
ALL	100	Average	13.09	13.81	26.90
		Percentage	65.45	69.03	67.24

Table 21 compares the reading comprehension proficiency among ten schools based on poems and passages. After comparing the averages and percentages from the table, it is found that LBIESS students secured the highest average score of 16.85 (84.25%) out of 20 in poems among all ten schools. They are followed by RSESS students and NKESS students with averages of 16.45 (82.25%) and 16.40 (80.00%) out of 20. PSS students scored the lowest average of 7.75 (38.75%) out of 20 among all schools. It signifies that LBIESS and PSS students have the highest and the lowest levels of reading comprehension proficiency in poems among all ten schools in Ramdhuni Municipality.

Similarly, LBIESS students secured the highest average score of 17.30 (86.50%) out of 20 in passages among all ten schools. They are followed by MSESS students and RSESS students with averages of 16.45 (78.75%) and 15.55 (77.75%) out of 20. PSS students scored the lowest average of 9.50 (47.50%) out of 20 in passages among all schools. It shows that LBIESS and PSS students have the highest and the lowest levels of reading comprehension proficiency in passages among all ten schools in Ramdhuni Municipality.

An Overall Comparison of Reading Proficiency Among Various Schools Based on Seen Passages and Unseen Passages. The following table shows an overall comparison of reading comprehension of grade nine male students of community and private schools of Ramdhuni Municipality in Seen passages and unseen passages;

Table 22

Comparison of Seen and Unseen Passages in Various Schools

Schools	No of students	Measures of comprehensibility	Seen passage (20)	Unseen Passage (20)	Total (100)
JSS		Average	13.00	10.5	23.50
		Percent	65.00	52.50	58.50
CKSS		Average	13.1	9.8	22.90
		Percent	65.50	49.00	57.25
ASS		Average	14.05	12.1	26.15
		Percent	70.25	60.50	65.38
PSS		Average	7.7	9.55	17.25
		Percent	38.50	47.75	43.13
BSSS		Average	12.35	9.00	21.35
		Percent	61.75	45.00	53.38
RSESS		Average	16.85	15.35	32.20
		Percent	84.25	76.75	80.50
NKESS		Average	16.45	15.15	31.60
		Percent	82.25	75.75	79.00
NSS		Average	13.05	12.60	25.65
		Percent	65.25	63.00	65.13
LBIES		Average	17.70	16.45	34.15
		Percent	88.50	82.25	85.38
MSEBS		Average	17.30	14.5	31.80
		Percent	86.50	72.50	79.50
ALL	100	Average	14.27	12.63	26.90
		Percentage	71.33	63.15	67.24

Table 22 compares the reading comprehension proficiency among ten schools based on seen and unseen passages. While comparing the averages and percentages from the table, it is found that LBIESS students secured the highest average score of 17.70 (88.50%) out of 20 in seen passages among all ten schools. They are followed by MSESS and RSESS students with averages of 17.30 (86.50%) and 16.85 (84.25%) out of 20. PSS students scored the lowest average of 7.7 (38.5%) out of 20 among all schools. It signifies that LBIESS and PSS students have the highest and the lowest levels of reading comprehension proficiency in seen passages among all ten schools in Ramdhuni Municipality.

Similarly, LBIESS students secured the highest average score of 16.45 (82.25%) out of 20 in unseen passages among all ten schools. They are followed by MSESS students and RSESS students with averages of 15.35 (76.75%) and 15.15 (75.75%) out of 20. BSSS students scored the lowest average of 9.00 (45.00%) out of 20 in unseen passages among all schools. It shows that LBIESS and BSSS students have the highest and the lowest levels of reading comprehension proficiency in unseen passages among all ten schools in Ramdhuni Municipality.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

In this chapter, I have presented the findings, the conclusions, and the implications of the study based on the comparison, analysis, and interpretation of collected data.

Summary of Findings

After collecting the data from students from various schools, it was scored, and tabulated for calculating the averages and percentages. Then results are derived from the tabulated data and interpreted. After that, based on the data, the results of various community schools and private schools are compared to each other according to types of texts and gender, and finally, each school's result is compared to one another. From comparison and discussion, the following are the findings derived;

Conclusion

In Ramdhuni Municipality, the average reading proficiency of 67.24 percent among all the schools. By the end of the comparison, it is clear that private schools in Ramdhuni Municipality have done an excellent job in the reading comprehension proficiency of students. They have constantly secured higher scores or marks in comparison to community schools on all types of reading tests. They have proficiency above the average marks of Ramdhuni municipality. The girls have higher proficiency than the boys of Ramdhuni Municipality. LBIESS students showed the highest reading comprehension proficiency while PSS constantly achieved the lowest proficiency among all ten schools. In conclusion, private schools have maintained a higher level of reading comprehension proficiency than community schools in Ramdhuni Municipality.

Implications of the Study

Based on the findings of the study, the implications are suggested at the policy level, implementation level, and further research as follows:

Policy Level

From the result of the study, the level of reading comprehension in community schools is poor and needs immediate intervention from personnel and experts. the following suggestions are given to the policymakers and designers of the curriculum.

- a) Its findings can help the government to suitable curriculum for English at the secondary level.
- b) Students should be encouraged to study different genres of literature for developing reading comprehension.
- c) Silent and extensive reading should be adopted while teaching at the secondary level rather than reading aloud.
- d) Curriculum designers and textbook writers can use the results of the study to select suitable and interesting reading texts for textbooks.
- e) Reading sub-skills should be given focus in the lower level of schools for better comprehension in the upper level.
- f) The use of technology in teaching reading should be encouraged for more interactive teaching and learning in reading texts.
- g) Different workshops and training should be given to teachers to further enhance teaching reading comprehension.

Implementation Level

Based on the findings of the research, the following implications at the implementation level can be suggested;

- a) The study can help teachers and educators to find the level of reading proficiency in reading comprehension.
- b) The students get feedback from the test and assessment so they can improve their skills in reading.

- c) Teachers can provide different reading texts out of textbooks so that they can get larger exposure to reading various texts.
- d) Students should be motivated to silent reading or extensive reading for greater exposure and motivation for the pleasure of study.
- e) The results of the study can be used as the benchmark for testing reading comprehension.

Further Research

On the basis of the research findings, several implications can be suggested for further research. This study can work as a guide and help fellow researchers to carry out similar research. The following suggestions are recommended for further research;

- a) It can be insightful to the researchers who want to study in this area and can provide ideas on how to conduct the research.
- b) The findings of the research will help the researchers to develop frameworks for the research.
- c) The findings of the research can work as the base for further and deeper study in the same field.
- d) The findings of the study can work as benchmarks for other researchers to compare and analyze their research findings and collected data.

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APPENDIX I**Questionnaire****Seen Text I**

Read the text and do the activities.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

-Robert Frost

A. Read the above poem and answer these questions;

1x5=5

- a. Why does the rider stop?
 - i. he wants to watch the forest beauty.
 - ii. he is frightened by the wood.
 - iii. he is stuck in snow.
 - iv. he wants to watch woods to fill with snow.
- b. "He will not see me stopping here"- what does this expression mean?
 - i. the wild animals won't see him.
 - ii. the owner of the woods won't see him
 - iii. the horse won't see him.
 - iv. his master won't see him.
- c. Why does the horse give his harness bells a shake?
 - i. to know if something is wrong.
 - ii. to get permission to run away
 - iii. to know why don't they walk away
 - iv. the horse is shaking with cold
- d. What picture of natural beauty do you get from the poem?
 - i. the woods are lovely, dark, and deep.
 - ii. the woods are green and beautiful.
 - iii. the woods are full of houses.
 - iv. the woods are gloomy and terrifying.
- e. What does the line "I have promises to keep" mean?
 - i. to promise someone
 - ii. to get someone to promise you
 - iii. to fulfill the promise to someone you made

iv. to make someone keep their promises

B. Read the poem and find the words of the following meanings; 0.5x5=2.5

- a. the belt that is strapped on the horses and donkeys;
- b. a patch of trees which is smaller than a forest;
- c. feeling of strangeness;
- d. a soft fuzzy coating of something;
- e. to move in opposite direction alternatively;

C. Write 'T' for true and 'F' for false for the given statements; 0.5x5=2.5

- a. The rider was stopping beside the farmhouse. ()
- b. The horse felt strange to stop by the wood. ()
- c. Whole wood and lake have frozen. ()
- d. They could not hear the sound of wind. ()
- e. The wood was pretty and deep. ()

Seen Text II

Read the Passage below and answer the questions.

Surprising Customs

One thing that sets humans apart from other members of the animal kingdom is our propensity to develop customs and traditions around everything from beauty rituals to death customs. In fact, humans love doing this so much that the world has been enriched with thousands of different cultures since the dawn of civilization. No doubt, one important aspect of just about any given culture is its code of etiquette and a sense of identity. Here are some astonishing customs from around the world.

Pointing with lips

While gestures of the hand are often subject to customary variation across cultures, few can claim this wonder extends to expressions of the mouth. In Nicaragua, it is common to point

with the lips instead of the thumb or index finger like the majority of the world. Wondering just how exactly a person points with their lips? It all starts by puckering up. The lip point is typically used in conversation to indicate something that is happening nearby.

Tipping

Another odd custom associated with the United States is its tipping culture. Unlike many other countries that don't tip at all or who only tip in small amounts when the food was particularly good, tipping is rather mandatory at most restaurants in the US. In fact, it is expected that patrons leave between 10-20 percent of the bill in tips. Further, there are rules for tipping bartenders, delivery people and other service personnel. While some criticise this practice as irrational, there's no doubt that tipping culture in the US gives an incentive for waiters and waitresses to provide better service.

Slurping

Most societies around the world have rules about table etiquette. For western cultures, noisily consuming food is considered rude. In Japan, however, making slurping sounds while eating has an entirely different meaning. This might have something to do with the fact that in western countries, noodles are properly consumed by twirling them on a spoon before putting them in the mouth. Meanwhile, the Japanese simply slurp up their noodles without contorting them first, an act that is naturally noisier than the former. Making slurping sounds when eating noodles in Japan is a way of indicating that you're really enjoying them. Some scientists even argue slurping invites air into the palate and actually enhances the noodles' flavour.

Kneeling or lying prostrate as greeting

For members of the Yoruba people, an ethnic group that largely resides in Nigeria, greeting rituals are taken quite seriously. This is especially true in regards to greeting elders. When an adult approaches, Yoruba youths are expected to drop to their knees in greeting. More

specifically, women kneel when greeting, and men typically lie prostrate. These gestures are a sign of respect and deference for the elders of the community. Interestingly, this custom is one that distinguishes Yoruba peoples from other ethnic groups in Nigeria, including the Bini and the Kalabari.

A. Read the text above and fill in the blanks with the correct words from the text.

- a. Human beings have the to create new customs and traditions.
- b. Nicaraguans use lips by to point the nearby events.
- c. you have to provide to waiter or waitress in the USA for good service in restaurants.
- d. The westerners take as rude behaviour.
- e. Yoruba males generally greet elders by

B. Read the text above and match the following words with their meanings;

- | | |
|---------------|--|
| a. propensity | () leaving small amount of money as gratitude for service |
| b. puckering | () lying flat or face-down |
| c. tipping | () sounds of eating noisily |
| d. slurping | () inclination, preference |
| e. Prostrate | () folding or squeezing inward |

C. Read the text above and answer the following questions;

- a. How do Nicaraguans point to something or an event?
 - i. by using the hands and fingers
 - ii. by puckering the lips
 - iii. by pointing using the legs and toes
 - iv. by bending their heads
- b. Why do Americans believe tipping is good?
 - i. it is bribery for own good

- ii. to showoff
- iii. it works as incentive for waiter and waitress.
- iv. to pay the salary and allowance
- c. What do Japanese think about slurping while eating noodles?
 - i. Slurping is enjoying the noodles.
 - ii. hating the noodles
 - iii. natural things to do
 - iv. rude behaviour
- d. Which things make Yoruba people differentiate from other tribes in Nigeria?
 - i. they are fearsome people
 - ii. they are shorter than other tribes
 - iii. they are very self-centered people
 - iv. they show respect to their elders by kneeling and lying prostrate
- e. Why do some scientists argue that slurping makes noodles tastier?
 - i. it makes loud noise
 - ii. intaking air through palate and increasing the taste by mixing air
 - iii. it takes longer time to eat
 - iv. our mindset of slurping while eating

Unseen Text I

Read the text below and do the activities.

The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

A. Write true or false for the following statements;

- a. The traveler is standing in front of the jungle. ()
- b. He took the first path to reach his destination. ()
- c. The second path was very bumpy and rough. ()

- d. He didn't know how the path would be. ()
- e. He is satisfied about his decision at the end of the poem. ()

B. Find the meaning of the following words;

- a. Branched away () wood
- b. deep and long breath () undergrowth
- c. walked on () diversion
- d. a mass of bushes () trodden
- e. forest () sigh

C. Choose the correct answer to the following questions:

- a. Where is the speaker standing?
- in the wood
 - in the highway
 - in front of the wood
 - at the road diversion
- b. Why does he stop there for a long time?
- he was in dilemma
 - he was tired
 - he was waiting for someone
 - he is not prepared for the excitement
- c. Which path does he take for his travelling?
- he returned back
 - he took the road which was walked by many
 - he took the road which was less walked by others
 - he walked by the outskirts of the wood
- d. Why does he take that path for the travel?

- i. he takes that path as granted
 - ii. he is in dilemma so.
 - iii. he wants to be unique in mass
 - iv. path was less walked on and grassy
- e. What made the difference at the end?
- i. his decision to take another way
 - ii. his dilemma to decide
 - iii. his experience
 - iv. his confusion

Questionnaire

Unseen Text

Read the text below and do the activities.

Unusual Traditions From Around The World

1. Oaxaca, Mexico, Has A Massive Radish-Carving Festival During The Holiday Season

Radish carving festival in Mexico

The annual Noche de Los Rábanos, or Night of the Radishes, is a tradition that dates back more than 120 years. For the event, locals carve a variety of radishes that grow up to 3 feet long into intricate sculptures and enter them in a competition.

2. Every Year, The Czechs Have A Witch-Burning Festival To Ward Off The Evils Of

Winter

The unusual tradition of witch burning in Czech Republic

On April 30 every year, people across the Czech Republic come together for Čarodějnice.

This festival sees them burning “winter witches” — which are really dummies built from sticks and straw. The heat generated from this fire is said to get rid of the last of the cold and

to force evil witches to go away until the next winter. Afterwards, sausages are roasted over the fire, and there are plenty of drinks and dancing as part of this fun tradition.

3. If You're Not Married On Your 25th Birthday, In Denmark You Might Be Doused In

Cinnamon

Cinnamon sticks and powder

This unusual tradition is said to have emerged hundreds of years ago when Danish spice merchants spent so much time travelling they didn't have time to get married! Today, the joke is played in good fun, but be warned; if you're still single at 30 the spice that gets thrown at you changes from cinnamon to black pepper!

4. Bunol, Spain, Hosts A Massive Food Fight Where Overripe Tomatoes Are Used

la Tomatina in Spain

You might already know about this unusual tradition, but each August, thousands of people gather in Bunol for the Tomatina Festival. Then, trucks full of overripe tomatoes are brought in and for one hour, mass tomato chaos ensues. The event dates back to the 1940s, though how it began is debated. Some people say it was when some locals threw fruit at their city representatives, while others say it just began as a friendly food fight.

5. A Groundhog Predicts How Long Winter Will Last In The United States

Groundhog day celebrations in America

Another one that might be familiar is the American tradition of Groundhog Day (especially if you've seen the movie with the same name). Unfortunately, it doesn't have anything to do with time loops but is rather an unusual tradition where every February 2, a groundhog (dubbed Punxsutawney Phil) emerges from hibernation. It's said that if Phil sees his shadow, America will have six more weeks of winter. If not, spring is just around the corner.

6. In Lopburi, Thailand, The Residents Prepare An Annual Feast For The Local Monkeys

Feast for local monkeys in Thailand is among the world's unusual traditions

Each year, the province of Lopburi holds the Monkey Buffet Festival which is a fun tradition that pays homage to macaques. This local species is thought to bring good luck to the region and they are appeased with a feast of fruits. This includes nearly 2 tons of watermelon, lettuce, pineapple, and more.

7. Stonehaven, Scotland Celebrates New Year's With Literal Balls Of Fire

New Year's Celebrations in Scotland

As a part of Hogmanay celebrations (which is the Scottish New Year's Eve), locals in Stonehaven, gather and watch a parade of men and women swing blazing fireballs around. The ceremony is said to date back to the age of the Vikings.

8. In Gloucestershire, England, People Gather To Roll Cheese Down A Hill

Cheese Rolling one of the unusual traditions from Gloucester

Each May, the village of Brockworth sees hundreds gather in an unusual tradition, to chase a nine-pound wheel of Gloucester cheese down a hill. The hill used — Cooper's Hill — is quite steep and uneven, making it quite dangerous for competitors. But the hugely popular festival still continues to this day.

9. There's An International Hair Freezing Contest In Yukon, Canada

Unusual Traditions in Yukon

In the frigid province of Yukon, Canada, there's a fun wintery celebration each February at the Takhini Hot Pools. All the participants dunk their heads in the hot water of the pools, and then expose the wet hair to the freezing cold air above (temperatures can reach -30°C). They must create frosty hairdos by shaping their hair before it's frozen solid

10. Castrillo de Murcia In Spain Has A Baby Jumping Festival

The unusual tradition of baby jumping festival in Spain

Known locally as El Colacho, this festival takes place during the feast of Corpus Christi.

Dating back to the 1600s, it's really a mass baptismal ceremony, where babies born in the

previous year are blessed. It also features men dressed in devil costumes who run down the street and jump over these babies (who are carefully placed on pillows). Don't worry though, no injuries have ever been reported.

Adapted from Travel.Earth

A. Match the following words with their meaning.

- | | | |
|----------------|------------|-----------------------------------|
| a. intricate | () | to occur afterwards |
| b. dummies | () | great details or complexity |
| c. ensues | () | a puppet |
| d. hibernation | () | to come to terms with |
| e. appease | () | conserve the energy by inactivity |

B. Fill in the blanks with suitable words from the text above.

- a. Radish carving festival is observed in
- b. Witch burning tradition in Czech Republic is on
- c. The spice gets thrown at people single at 30.
- d. La Tomatina dates back to
- e. Groundhog predicts how long winter will be in

C. Choose the correct answer for the following questions.

- a. Radish carving festival has history of more than.....
 - i. 100 years
 - ii. 120 years
 - iii. 150 years
 - iv. 180 years
- b. What does happen to the person who is still single at 25 in Denmark?
 - i. They get doused in cinnamon powder.
 - ii. They get doused in chilly powder.
 - iii. They get doused in black pepper powder.
 - iv. They get doused in turmeric powder.

- c. Where is New Year celebrated with ball of fire?
- i. Scotland
 - ii. England
 - iii. Spain
 - iv. America
- d. Which contest is held every year in Canada?
- i. Witch burning contest
 - ii. la Tomatina festival
 - iii. Radish carving festival
 - iv. International hair freezing contest
- e. What is Castrillo de Murcia In Spain famous for?
- i. hair freezing contest
 - ii. baby jumping festival
 - iii. radish carving festival
 - iv. cheese roll festival

APPENDIX II**Answer Keys****Set 'A' Seen Poem**

A.

- a. iv
- b. ii
- c. i
- d. i
- e. iii

B.

- a. harness
- b. woods
- c. queer
- d. downy
- e. shake

C.

- a. F
- b. T
- c. F
- d. F
- e. T

Set 'B' Seen Passage

A.

- a. Propensity
- b. Puckering

- c. Tips
- d. Slurping
- e. Prostrating or kneeling

B.

- a. Inclination, preference
- b. Folding or squeezing inward
- c. Leaving small amount of money as gratitude for service
- d. Sounds of eating noisily
- e. Lying flat or face-down

C.

- a. Ii
- b. Iii
- c. i
- d. iv
- e. ii

Set 'C' Unseen Poem

A.

- a. True
- b. False
- c. False
- d. True
- e. True

B.

- a. Diversion
- b. Sigh

- c. Trodden
- d. Undergrowth
- e. Wood

C.

- a. iv
- b. i
- c. iii
- d. iv
- e. i

Set 'D' Unseen Passage

A.

- a. Great details or complexity
- b. A puppet
- c. To occur afterwards
- d. Conserve the energy by inactivity
- e. To come to terms with

B.

- a. Oaxaca, Mexico
- b. April 30
- c. Black pepper
- d. 1940s
- e. United States or USA

C.

- a. ii
- b. i

- c. i
- d. iv
- e. ii

APPENDIX III**Achievements of Individual Students**

a. Marks obtained by students of Janta Secondary School, Singiya

SN	Students name	Gender	Seen Poem (10)	Seen Essay (10)	Unseen Poem (10)	Unseen Essay (10)	Total (40)
1	Arya Khadka	Female	8	10	7.5	6	31.50
2	Rina Rai	Female	6.5	2.5	2.5	2.5	14.00
3	Aayusha Budhathoki	Female	9	9.5	7	6	31.50
4	Ankita Chaudhary	Female	4.5	5.5	1.5	9	20.50
5	Aayushma Paudel	Female	8	7.5	6.5	5.5	27.50
6	Jeevan Dhakal	Male	8	7.5	7.5	8	31.00
7	Santosh Bhattra	male	6.5	6.5	4	6.5	23.50
8	Anup Parajuli	Male	7	7	7.5	6	27.50
9	Rohan Thapa	Male	6.5	7.5	7.5	6.5	28.00
10	Chabirah Khadka	Male	6	7.5	5.5	5	24.0
			7.00	7.10	5.70	6.10	25.90

b. Marks obtained by students of Chandra Kamal Secondary School, Marchaiya

SN	Students name	Gender	Seen Poem (10)	Seen Essay (10)	Unseen Poem (10)	Unseen Essay (10)	Total (40)
1	Rojina Chaudhary	Female	9	7	6	6	28.00
2	Ansu Chaudhary	Female	9	7.5	5	6	27.50
3	Nikita Chaudhary	Female	9	7.5	5	6	27.50
4	Akriti Chaudhary	Female	9	7.5	5	6	27.50
5	Dipika Chaudhary	Female	9	7	5.5	6	27.50
6	Sachin Chaudhary	Male	9	6	3	6.5	24.50
7	Aakash Chaudhary	Male	3.5	4	3	5	15.50
8	Sandesh Paudel	Male	6.5	4.5	2.5	1.5	15.00
9	Abishek Bhandari	Male	6	3	5.5	4	18.50
10	Alex Chaudhary	Male	4	3	5.5	5	17.50
			7.40	5.70	4.60	5.20	22.90

c. Marks obtained by students of Adarsha Secondary School, Baklauri

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Vidhya Jha	Female	6.5	9.5	7	7	30.00
2	Samiksha Chaudhary	Female	7.5	8.5	7	6	29.00
3	Pratiksha Rai	Female	7	7.5	6	7	27.50
4	Sachita Magar	Female	8	9.5	7	7	31.50
5	Debika Rai	Female	7.5	7.5	7	7	29.00
6	Krimas Chaudhary	Male	6	4.5	4.5	5.5	20.50
7	Sushan Karki	Male	7.5	4	4.5	6.5	22.50
8	Gaurav Sha	Male	7.5	7.5	7	7	29.00
9	Arun Basnet	Male	7.5	5	5.5	4	22.00
10	Tikaram Parajuli	Male	6.5	5.5	4.5	4	20.50
			7.15	6.90	6.00	6.10	26.15

d. Marks of Bhadgaun Sinuwari Secondary School, Bhadgaun Sinuwari

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Nikita Sardar	Female	4.5	5.5	0	4	14.00
2	Nisita Sardar	Female	3.5	2	0	4.5	10.00
3	Roma Pokharel	Female	3.5	0	1.5	0	5.00
4	Nitisha Sardar	Female	4.5	5	0	7	16.50
5	Sita Sharma	Female	5	8.5	2	7	22.50
6	Prabin Rijal	Male	8.5	10	6	7.5	32.00
7	Saurav Chaudhary	Male	8.5	7.5	5.5	7.5	29.00
8	Subesh Sardar	Male	8	7	6	7	28.00
9	Nishan Ojha	Male	8.5	8	5	6.5	28.00
10	Kashish Chaudhary	Male	8.5	7	6	7	28.50
			6.30	6.05	3.20	5.80	21.35

e. Marks of Panchayat Secondary School, Kumarkhat

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Arosha Rai	Female	4.5	5	4.5	7.5	21.50
2	Manisha Bishwakarma	Female	7	5	4.5	8	24.50
3	Shristi Rai	Female	5.5	5.5	4.5	7.5	23.00
4	Samiksha Magar	Female	4.5	4.5	3.5	7	19.50
5	Susmita Dhimal	Female	4.5	5	1	7	17.50
6	Atit Chaudhary	Male	4	3.5	3	3	13.50
7	Ishak Chaudhary	Male	2	2	6	4	14.00
8	Unik Rai	Male	2	4	5	4.5	15.50
9	Sandesh Chaudhary	Male	3	2	3.5	4	12.50
10	Rijen Gurung	Male	2	1.5	3	4.5	11.00
			3.90	3.80	3.85	5.70	17.25

f. Marks of Nawa Kiran English Secondary School, Jhumka

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Junkala Khadka	Female	8.5	10	9	8	35.50
2	Samyami Bhattarai	Female	8	10	9	8.5	35.50
3	Rojina Katwal	Female	7.5	10	8	8.5	34.00
4	Susmita Ghimire	Female	7.5	9	8	8.5	33.00
5	Rista Khadka	Female	6.5	7	6	7.5	27.00
6	Raj Karki	Male	7	5.5	6.5	8	27.00
7	Bibek Katwal	Male	9.5	8.5	6.5	7.5	32.00
8	Dipsan Raut	Male	9.5	8.5	6	6.5	30.50
9	Saksham Shrestha	Male	8.5	7	6.5	7.5	29.50
10	Ekin Adhikari	Male	9.5	7	8	7.5	32.00
			8.20	8.25	7.35	7.80	31.60

g. Marrks of Rising Star English Secondary School, Baklauri

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Isha Shah	Female	7.5	10	6.5	8	32.00
2	Salina Parajuli	Female	9	10	9.5	8.5	37.00
3	Christina Bhattarai	Female	8	9	8.5	8	33.50
4	Ridima Singh	Female	8.5	9	8.5	7.5	33.50
5	Abina Deuja	Female	8.5	10	9.5	7.5	35.50
6	Lakpa Sherpa	Male	9	7	7.5	7.5	31.00
7	Susant Rajdhami	Male	8.5	10	8	10	36.50
8	Abidan Dewan	male	9	8	7.5	7.5	32.00
9	Saurab Khatri	Male	7	9	4.5	6.5	27.00
10	Anmol Khatri	Male	6	5.5	6.5	6	24.00
			8.10	8.75	7.65	7.70	32.20

h. Marks of students of Namuna Samudayik School, Jhumka

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Isha Shah	Female	7.5	10	6.5	8	32.00
2	Salina Parajuli	Female	9	10	9.5	8.5	37.00
3	Christina Bhattarai	Female	8	9	8.5	8	33.50
4	Ridima Singh	Female	8.5	9	8.5	7.5	33.50
5	Abina Deuja	Female	8.5	10	9.5	7.5	35.50
6	Lakpa Sherpa	Male	9	7	7.5	7.5	31.00
7	Susant Rajdhami	Male	8.5	10	8	10	36.50
8	Abidan Dewan	male	9	8	7.5	7.5	32.00
9	Saurab Khatri	Male	7	9	4.5	6.5	27.00
10	Anmol Khatri	Male	6	5.5	6.5	6	24.00
			8.10	8.75	7.65	7.70	32.20

i. Lord Buddha International English Secondary School, Bainigau Jhumka

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Samiksha Rijal	Female	9	9.5	8	8	34.50
2	Sristi Pyakurel	Female	8.5	9.5	9	8.5	35.50
3	Swesha Chaudhary	Female	8.5	9.5	9	8.5	35.50
4	Samiksha Dahal	Female	8	8.5	7	6.5	30.00
5	Simran Paudel	Female	7.5	9	9	7.5	33.00
6	Yonjan Gautam	Male	9	8.5	8	8	33.50
7	Tejash Shah	Male	8.5	9	8.5	7.5	33.50
8	Tirsan Dahal	male	8.5	10	10	8	36.50
9	Bishesh Karki	Male	8	10	8	9	35.00
10	Anubhab Poudel	Male	8.5	9.5	8	8.5	34.50
			8.40	9.30	8.45	8.00	34.15

j. Marks of students of Mount Summit English Secondary School, Shivchowk Jhumka

SN	Students name	Gender	Seen Poem	Seen Essay	Unseen Poem	Unseen Essay	Total
1	Nikita Ghimire	Female	8	9.5	7	8	32.50
2	Unisha Dhakal	Female	8.5	8.5	6.5	7.5	31.00
3	Kritika Chaudhary	Female	8	9	7	8	32.00
4	Apeksha Chaudhary	Female	8	9	7	7.5	31.50
5	Aashma Chaudhary	Female	8.5	10	7.5	9.5	35.50
6	Nitesh Ghimire	Male	9	9	7	7.5	32.50
7	Biplab Chaudhary	Male	9	9	7	7.5	32.50
8	Yonjan Pokharel	Male	9.5	8.5	6	5	29.00
9	Nishant Chaudhary	Male	7.5	8	7.5	7.5	30.50
10	Egren Tamang	Male	8.5	8	7	7.5	31.00
Average			8.45	8.85	6.95	7.55	31.80

APPENDIX IV

List of schools for Data collection.

SN	Name of Schools	Address
1.	Janta Secondary School	Singiya, Ramdhuni
2.	Chandra Kamal Secondary School	Marchaiya, Ramdhuni
3.	Adarsha Secondary School	Bakalauri, Ramdhuni
4.	Panchayat Secondary School	Kumarkhat, Ramdhuni
5.	Bhadgaun Sinuwari Secondary School	Bhadgaun Sinuwari, Ramdhuni
6.	Rising Star English Secondary School	Baklauri, Ramdhuni
7.	Nawa Kiran English Secondary School	Jhumka, Ramdhuni
8.	Namuna Samudayik Secondary School	Jhumka, Ramdhuni
9.	Lord Buddha International English School	Bainigau Jhumka, Ramdhuni
10.	Mount Summit English Secondary School	Shivchowk, Ramdhuni