READING COMPREHENSION PROFICIENCY OF SECONDARY LEVEL STUDENTS IN ENGLISH

A Thesis submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Rishi Ram Bhattarai

Faculty of Education, Tribhuvan University

Kanakai Multiple Campus

Surunga, Jhapa, Nepal

2020

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2020

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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 form the candidature of research degree to any university.

Date: …….. …….…….

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rishi Ram Bhattarai** has prepared the thesis entitled **Reading Comprehension Proficiency of Secondary Level Students in English** under my guidance and supervision.

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DEDICATION

This thesis is affectionately dedicated to

My Parents and all of my family members

Who devoted their entire life for my study and made me what I am today. And also to my teachers who helped me to complete this thesis.

ABSTRACT

This research study entitled "Reading Comprehension Proficiency of Secondary Level Students in English" has been carried out to find out the proficiency of secondary level students in English and compare their proficiency in terms of informant-oriented variables: male students vs. female students and seen text vs. unseen text. The major tools for data collection were the test items, containing subjective (short answer question) and objective test items (completion, ordering, true / false and matching) for the students of eastern part of Tehrathum district, Aatharai Rural Municipality. For this target goal the researcher selected the secondary level students to collect the data as the sample population fifty students from three different secondary level community schools. The collected data were tabulated based on the test items and test type and analyzed in terms of mean (average) and differences in percentage. Their same answer was also analyzed quantitatively. The result based on the gender, mean score of female students are bit better than male students and on the text type, students' performance is better in seen text than unseen text.

This thesis has been divided into five chapters. Chapter one is an introducing chapter. This chapter contains background of the study, statement of the problems, objectives, research questions, significance of the study and delimitations. Chapter two deals with review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework of the research. Likewise chapter three deals with methodology adapted to carry out the research. It consists of data collection, sampling, procedure, tools, and process of data collection. Chapter four consists of result and interpretation of data. Then chapter five consists of major findings recommendations followed by reference and appendices.

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I record my appreciation to those authors whose works has been cited here. I am much more grateful to those students who were participating in their proficiency test.

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Date:

Rishi Ram Bhattarai

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LIST OF SYMBOLS AND ABBREVIATION

CD	: Compact Disk
CDC	: Curriculum Development Centre
CUP	: Cambridge University Press
EFL	: English as Foreign Language
ELT	: English Language Teachers
L1	: First Language
L2	: Second Language
NELTA	: Nepal English Language Teachers' Associations
NRP	: National Reading Panel
PCL	: Proficiency Certificate Level
Pvt.	: Private
Reg.	: Registration
SEE	: Secondary Education Examination

CHAPTER-I

INTRODUCTION

This research privilege "Reading Comprehension Proficiency of Secondary Level Students' in English Language" consists five chapters. This first chapter includes background of study, statement of the problem, objective of the study, research questions or hypothesis, significance of the study, delimitation of the and operational definitions of the key terms.

1.1 Background of the study

Language is a system of communicating with people using sounds, words and symbols. It is the most powerful and permanent tool of human communication system. It is a possession of all general human being to express their ideas, thoughts, views, news, happiness, sorrows, etc. We can communicate and share ideas, emotion, and desire by means of language. We can maintain well relationship among people in the society by using language. We read, write and communicate being depended on language.

According to Richard et.al (1999, p. 196), "Language is the system of human communication by means of structured arrangement of sound into larger unit e.g. morpheme, words, sentences, utterance."

According to Block and Trager (1842, p.5), "Language is system of or arbitrary vocal symbol by means of which social group co-operates." According to Sapir (1921, p.7), "Language is a purely non-instinctive method of communicating ideas, emotions and desire by means of systems of voluntary produce symbol.

In our country Nepal, English language is taught and learnt as a foreign language or second language. Jung Bahadur Rana introduced the English language in Nepal after returning from his more than one year journey of Europe in 1854 A D. He established Durbar High School in 1854 AD to provide education to Ranas' children. He did so to make the English rulers of the British Empire happy with the purpose of strengthening relationship with

them. The next Prime Minister Chandra Samasher Rana started Tri-Chandra College in 1918 AD for higher education. The English language was made the medium of instruction the then time. After 2007 BS when Ranas were downfall there were the beginning of new era of freedom, plenty of schools and colleges were established in the kingdom. They emphasized on English education. So, English education has been introduced from primary to university level education. It is taught compulsory subject from grade one up to the Bachelor Level in Nepal. Nowadays English occupies an important place in the educational system of Nepal. The study for English remains important for Nepal because English language for higher education, trade and commerce, employment, social status and sharing world heritage.

The present structure of the school level of education consists of eight years basic level, (classes 1 to 8) and four years of secondary level (classes 9, 10, 11 and 12). All classes have English as a compulsory subject. This research study is going to explore the students of secondary level students' proficiency in English language. Students learn English in Nepal as a second/ foreign language in school five periods per weeks. Besides that, they may use to listening radio, to understand dialogue in the movies, to use language for communication, English newspaper etc to build proficiency in English language.

In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Institutionalize schools and universities have begun offering several courses in English whereas state-owned higher education schools and colleges deliver education in Nepali medium. People's trend of sending children to English medium schools is increasing day by day. Colleges have begun their teaching learning activities in English medium nowadays. So the students of community school also need to make proficient in English accordingly. The school level curriculum in Nepal is designed and implemented by Curriculum Development Centre (CDC). The centre is responsible for implementing, evaluating and reviewing the curriculums. After

the revision of literature-oriented English curriculum in 1981, the present curriculum has focused much on the oral-structural-situation approach. It has an aim of developing students' ability to use English effectively in real life situation.

1.2. Statement of the Problem

Low reading achievement is the root cause of low performance in schools, which harm students and contribute to the loss of public confidence in our school system. When many students do not learn to read, the community school cannot or will not be regarded as successful. Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain education.

According to Rivers (1968, p.214), “The reading skill, is the one which can be most easily maintained at a high level by the students himself without further help from his teacher. Through its exercise he can increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking, and their contribution to many fields of artistic”. It means if the teachers have good reading comprehension, he can easily assist the students as the leader so that students themselves can get high level proficiency in reading comprehension

Thus, we came to know how much reading comprehension is necessary for students to enhance their English. The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to do the personal development of the students. Reading helps the students to be better performance and build confidence to express their views, ideas and many more information about the world by different authentic text. So, reading is important to keep their use of English fresh.

Regarding the present study, the problem going to be explored is how the secondary level students in English language and how do they develop their reading comprehension level so that they can learn and use English language in the classroom well.

But I chose the topic, "Reading Comprehension Proficiency of Secondary Level Students in English". Students are center of teaching and learning activity. Among these four skills reading is one of the very important skills. It is an ability to understand the meaning of the written text. English is taught as a compulsory subject in this level. Most of the students who study in secondary level are teenagers. It is a great challenge to make them perfect in English. And it is real that the students who cannot read the text clearly s/he is also weak in writing and speaking skill.

The reading comprehension of particular student depends on how s/he can learn. So the main reason for selecting the topic is to explore the reading comprehension ability of the students of secondary level and to suggest them some pedagogical implication for improving their weakness.

1.3 Objectives of the Study

The objectives of this research were as follows:

i. To find out the proficiency of secondary level students in English language on reading comprehension.
ii. To compare the proficiency of Secondary Level Students in English language on the basis of gender and text type.
iii. To suggest some pedagogical implication.

1.4 Research Questions

The study was oriented to find out answer to the following questions.

a. How is the reading comprehension proficiency of the secondary level students in English?
b. How are male and female students different in terms of reading comprehension proficiency?
c. How are secondary level students in English language based the text type on reading comprehension?
d. How are secondary level students in English language based the test type on reading comprehension?

1.5 Significance of the Study

Reading comprehension is an important skill of language learning. The ability of the students in comprehending the reading texts give a clear pictures of reading proficiency of the students and effectiveness of the instructions of the teachers as well. Thus, this study was significant for the both teachers and the students particularly who have been teaching and learning English in secondary level. Similarly, this study tried to find out the comprehensive ability of the students on seen and unseen text at secondary levels. The study is benefited to the syllabus designers, text book writers, teachers trained and other who are directly and indirectly involved in teaching and learning English for the pedagogical purpose. The finding of the study may also be helpful to solve some of the practical problems of reading comprehension on seen and unseen text. The value of this research may be an additional model for the students of the department itself. Similarly this research work helps the secondary level English teacher to know the proficiency of their students and provide feedback to them for improvement. It may be helpful for those persons who are designing course to improve the reading comprehension ability of the students of secondary level in English and easy enough for the curriculum development center to design curriculum. Finally, it may be one of the important literatures to review for other researcher in the same field.

1.6 Delimitations of the Study

This research has following limitation:

a. The study was limited to students of secondary level only.
b. The study was limited to the community schools.
c. The field of the study was limited to Aatharai Rural Municipality of Tehrathum district.
d. Fifty students from class ten were selected as the sample population of the study.
e. It was limited to the reading comprehension only.

f. It was limited to English language only.

1.7 Operational Definition of the Key Terms

Comprehension: An ability to understand the meaning or importance of something (or the knowledge acquired as a result).

Community School: The teaching institutions issued by government of the country.

Proficiency: Proficiency means a skill of tallness on particular field. In this research, it is a skill of reading comprehension.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This second chapter includes the review of theoretical literature and review of the empirical literature. Theoretical part is about the reading comprehension and its skills. On the other hand, in empirical literature is about the views of previous researches that are similar to the research to provide ideas, knowledge and supportive materials for this research work. Last two headings mention implication of the review for the study and theoretical framework of the study.

2.1 Review of the Related Literature

Reading means understanding or making sense of a given text. It is a receptive skill which is necessary for understanding the content of the subject matters. It is total understanding of a massage in a text of or it is decoding the massage. Reading is an understanding a text. But reading may be for different propose and reasons. Reading may be affected by the pace, noise and the attention of the readers. Regarding this, Grellet (1950, p.44), says, "Understanding a written text means extracting the required information from it as effectively as possible."

2.1.1 Language skills

According to Harmer (1991, p.177) there are four language skills: listening, speaking, reading and writing which are united while learning language. These all four skills are focus while teaching and learning a language and these skills have great and vital role in our real life situation in order to communicate and receive the information by listening to someone or reading some texts. Language teaching methodology is based on the speech and writing. So while teaching a language in the classroom we consider these language skills.

According to Harmer (1991, p. 265), teachers tend to talk about the way we use language in terms of four skills-listening, speaking, reading and writing. These

skills are divided into two types: Receptive skill is a term use for reading and listening skills, where meaning is extended from the discourse. Productive skill is the term for speaking and writing, where students actually have to produce language themselves that receptive skills are somehow passive whereas production skills are in some way more active.

It is certainly the case that when we speak or write we are producing language and no one would argue with the ideas that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the listener or reader. We cannot access meaning unless our brain is fully engage with text we have interacting with. On the other hand we have to think to understand using any or all of our knowledge of language to get meaning from what we are seeing or hearing.

All these language are related to one another as Hinkle (2006, p.113) points out, "In a meaningful communication, people employ incremental language skills not in isolation, but tandem. When we are engage in conversation, we are bound to listen as well as speak because otherwise we could not interact with person we are speaking too. More professor or lecturers frequently rely on notes they have generally thought of as a private actively, often provokes conversation and comment".

Reading Skills

Reading is one of the most important skills to obtain knowledge. The more one reads the more knowledge individuals gain. Majority, reading is done for two purposes: information and pleasure. In Encyclopedia Britannica (vol. 19, p.9): … the mental process of securing and reading to an author's message represented by written or printed symbols. To read one most recognizes the ideas expressed by the author, sense and tone of mood, selection: evaluated the accuracy of the ideas and case.

Reading consist different elements. It comprises two major processes: mental and physical. Both aspects are correlated. Reading is not only a mental process but also a physical process. It is the mental process in the sense that reading

involves mind that is thinking and it is a physical process as it involves vision and movement of eyes, likewise healthiness of individuals. When a person reads a text he is trying to find out the meaning of what he /she is reading by using the visual causes of spelling, his knowledge of probabilities of occurrence, his contextual pragmatic knowledge and his syntactic and semantic competence to give a meaningful interpretation of the text. Reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what is on the page and then interprets it, a person in which a stage of decoding precedes a stage of involvement with meaning. There is little to suppose that there are two such discrete and non-overlapping stages. Reading is instead an active process, in which the reading most make an active contribution by drawing upon and using concurrently various abilities that he was acquired.

For Wallace (1992, p.122), Reading is a purpose according to the situation in which we are. Reading itself will mean different things in different context. It widen our understanding of context to considered not just the physical setting of the activity but who is speaking to whom and in what set of circumstance.

Wallace (1992, p. 4) further writes: … the way we perceive reading behaviour is link to different reader purposed which, in turn, are link to situational context and also to social aspects, for example what kind of reading behaviour is expected in classroom, families, or particular religious settings.

Reading is important not only for getting information from the writing but also for the enjoyment, getting ideas, and feeling from other people as in the family letter. It is a medium of transfer of meaning from mind to mind and massage from writer to reader.

Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child who doesn't learn to read early and well will not easily master other skills

and knowledge and is unlikely to ever-flourish in school or in life. Low reading achievement is the root cause of low performance in schools, which harm students and contribute to the loss of public confidence in our school system. When many students don't learn to read, the public schools cannot or will not be regarded as successful.

Among the four language skills i.e. listening, speaking, reading and writing; reading is one. It is the third optional language skill. Reading is the activity of reconstructing a reasonable spoken message from a printed text, and making meaning. It is translating from written symbols to a form of language to which the person already can attach meaning.

Generally, the purpose of reading a variety of texts is to grasp the information from the graphic representation. In real life situation in order to communicate and to grasp the information we listen to someone or read some texts.

A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. It also determines the appropriate approach to reading comprehension. On the other hand, reading and language learning are interdependent. While reading necessitates linguistic knowledge, reading ability enhances linguistic knowledge expansion.

Reading is not only matter of processing through graphic symbols in any text, or verbalizing by moving lips, eyes and tongue but it is the mixture of visual and non-visual experiences or behaviors. It is the understanding, interpreting and making sense of a given text or selectively extracting message from a text.

The Reading Process

The roles of a reader, context and text are important in reading. It emphasizes a reader's progression through a text rather than the text itself. It means looking at reading as a process rather than as a product. As Alderson and Urquhart (1984, p.16) point out, "A product view relates only to what the reader has 'got

out of' the text while a process view investigate how the reader may arrive at a particular interpretation" (as cited in Wallace 1992, p. 39).

The researchers have proposed a dynamic relation between text and reader. They say that texts do not have meaning rather they contain potential for meaning. This potential is realized only in the interpretation between the text and the reader. The reader draws meaning from printed or written text. According to Wallace (1992) reading as a process is viewed as follows:

a) Reading as a Psycholinguistic Process

Reading is a process by charting the reader's path through a text rather than making judgment of comprehension based on reading outcomes. Reading is the reduction of uncertainty. That is, as we progress through a text, our choices of what to select are constrained. Smith (1979, p.133) opines, 'The schematic knowledge leads the uncertainty under the four headings, namely 'graphic information, phonetic information, syntactic information and semantic information'. Goodman (1996, p.153) in his article talks that reading as 'a psycholinguistic guessing game'. For him the reader makes use of three cues systems, represented by three levels of language within the text, which he terms graph phonic, syntactic and semantic.

b) Reading as a Unitary and Selective Process

Reading is a unitary process. One premise of this view is that it is not possible to identify specific skills which can be built up in any hierarchical way to produce an effective reader. Lunzer and Gardner (1979, p.99) found that 'there was no correlation between generally effective reading and performance on a supposed hierarchy of different sub-skills such as using phonetic analysis or perceiving a sequence of ideas'. Wallace (1992, p. 42) opines: Effective readers draw selectively on a range of strategies... which are determined by reader purpose, text-type, and context. Efficient readers predict and sample, selecting the minimal visual information consistent with their prediction. They do not need to use all the cues.

c) Reading Process as Sociolinguistic Factor

The language we use is affected by immediate communicative situation between reader and writer and in the wider institutional and socio-cultural context. Wallace (1992, p.43) asserts, 'For it is not just psychological, cognitive, or affective factors which influence our interpretation of texts, but social ones' (p. 43). Kress (1985, p. 44) says, 'Although from the individual the individual's point of view her or his reader is "just my personal opinion", that personal opinion is socially constructed' (As cited in Wallace 1992, p. 43). In other words we are never just talking of an individual response while reading. Similarly, Fish (1980, p.63) argues 'readers as members of interpretative communities'.

2.1.2 Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writers ideas or writing style. A person may also read for enjoyment or to enhance language knowledge. The purpose of reading varies to the context. Wallace (1992, p. 6) opine some of the more personal reasons for reading:

a) Reading for Survival

We might call some kinds of reading in response to our environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death-for example a 'stop' sign for a motorist. Survival reading serves immediate needs or wishes. This is sometimes called 'environmental print'. For other social groups such as parents survival reading might involve the ability to read instruction on baby food and safety regulations on toys.

b) Reading for Learning

Reading serves the wider role of extending our general knowledge of the world. Much day-to-day reading is for this purpose of learning. Moreover, we may want not so much to learn something new as to remind ourselves about half-known facts or vaguely formulated opinions. One might expect reading for

learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic context.

c) Reading for Pleasure

While reading for survival involves an immediate response to a situation and reading for learning is also goal oriented, albeit in a rather different way, reading for pleasure is done for its own sake- we don't have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examinations. Educational practices tend to neglect the pleasure principle, producing young learners of the kind quoted by Clark (1976) who, although already fluent reader expressed the view that the purpose of learning to read was 'so that you can stop'.

In many second or foreign language teaching situations, reading receives a special focus. Concerning reasons for reading Richards and Renandya (2003, p.73) states, there are a number of reasons for this: First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for study purposes. In fact, in most EFL situations, the ability to read in a language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. (as cited in Khadka, 2007, p. 8).

Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g. vocabulary, grammar and idioms). Reading then is a skill which is highly valued by students and teacher alike.

2.1.3 Types of Reading

Reading skill is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It is a means of language acquisition, communication and sharing information and ideas. We

can read different things in different ways. Our purpose of reading affects it's one cannot learn without conscious effort. According to Nuttall (1996, p. 223) There are different types of reading as follows:

a. **Slow Reading:** Slow reading is for beginners particularly and while reading a new or difficult passage. It is useful while teaching listening and for understanding in depth and learning about language system.

b. **Fast Reading:** Fast reading is for native speakers and after being expert in a particular language especially. It occurs while reading silently. It is used for reading simple text and for self study. Summarizing and paraphrasing can be practiced for rapid reading.

c. **Silent Reading:** Silent reading is for understanding the message from graphic symbols with our eyes. It involves mental process without using organs of speech. Experiments have shown that more comprehension is achieved only through silent reading. A good silent reader doesn't allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to wag their heads. Silent reading is useful for self-study and library reading Doff (1988, p. 66-67). Reading for meaning (silent reading) is an activity we normally engage in when we read books, newspapers, road signs, etc. It is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey in the words, 'making sense' of a written text.

d. **Loud Reading:** Loud reading involves both physical and mental process. It changes graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and for reading for others. According to Doff (1988, p. 66-67) states that reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. It is not common examples are reading out parts of a newspaper article to a friend, or reading a notice to other people who cannot see it. Obviously reading aloud involves looking at a text,

understanding it and saying it. Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently. We often stumble and make mistakes when reading aloud in our own language; and reading aloud in a foreign language is even more difficult. Reading aloud is a very difficult skill. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The readers are unable to concentrate adequately on the meaning of the text while reading aloud.

e. **Skimming:** Skimming is a rapid type of reading to find out the gist as a whole. Skimming is reading the fastest speed which person can accomplish. Fry (1965, p.51) asserts, "It is used when a reader whishes to cover material in hurry. It is also used when high comprehension is not required. This does not mean that in skimming a person accepts a ridiculously low standard of comprehension: merely than he will accept a level of comprehension somewhat lower than that which can be obtained at study speed or at a verger reading speed".

f. **Scanning:** It is a reading in which eyes run very quickly over a text to find out a particular piece of information. It focuses on if a particular point is present in the text. It involves the checking of specific items and can be also called as item check reading. It aims to find out specific information. Harmer (2007, p.100) mentions, "Students like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for". This skill means that they do not have to read every word and line; on the contrary, such an approach For example, when we look for a telephone number, what is on television at a certain time or search quickly through an article looking for a name or other detail. We need this skill in these situations.

g. **Intensive Reading:** It is to understand everything the students read and be able to answer detailed vocabulary and comprehensive questions.

Grellet (1981, p. 4) defines intensive reading as, "Reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail." Intensive reading emphasizes accuracy and detailed information. A short extract of moderate degree of difficulty and containing features which merit detailed study form a basis for intensive reading practice. Its aim is finding detail information.

For Harmer (1991, p.78), "Intensive reading is often (but not exclusively) teacher chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist". In order to get students to read enthusiastically in class we need to work to create interest about the topic and task. Concerning students' role, Harmer (1991, p. 287) opines," the comprehension tasks we ask students to do are based on tasks in a course book. In other words, the students are responding to what someone else has asked them to find out." Students are far more likely to be engaged in a text if they bring their own feelings and knowledge to the task, rather than only responding to someone else's ideas of what they should find out.

h. Extensive Reading: Extensive reading involves general understanding of a text without necessarily understanding every word. It is a rapid silent reading for pleasure. The readers have option of skipping a whole section they find either too difficult or less interesting. It includes short stories, novels, magazines and newspaper articles. Its purpose is getting pleasure as well as information. As Harmer (2007, p. 283) writes, one of the fundamental conditions of a successful extensive reading programme is that students should be reading materials which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure- the main goal of this activity.

This means the written materials should be accessible to our students. The teacher's role is to promote reading and persuade students of its benefits. For this, we can present a model reading of a piece of a book which is exiting. Concerning extensive reading tasks for students, Harmer (1991

p.285) opines, students should be allowed to choose their own reading a text, following their own likes and interests, they will not be reading the same texts at once. For this reason- and because we want to prompt students to keep reading- we should encourage them to report back on their reading in a number of ways.

2.1.4 Teaching Reading Skill

Teaching reading skills to EFL learners seems easy in the teacher-cantered classroom particularly when the teacher teaches reading only as a classroom activity and does not keep in mind that learners will have to read on their own not only during the examination but also outside the school. The teacher explains everything and even dictates the answers viewing importance of examination and learners note down everything the teacher gives. Similarly, the learners enjoy being 'fed up' by the teacher.

The ELT teacher in traditional teaching reading classroom enters the classroom with the textbook, chalk and duster. He informs the students that they are going to do a reading passage. He gives meaning of difficult words. He writes some chosen words and phrases and their meaning on the board. Students note them down. Then he explains the meaning in detail. He may also discuss the class of those words. Then he reads the passage aloud and also gets one or two students to read it aloud. He explains the passage word by word. While the teacher is explaining, the students' job is to listen to him/ her quietly. There are comprehension questions at the end of the passage. The teacher asks the students usually who are good in the classroom orally. When the answer is correct, the teacher either dictates or writes on the board and the students copy them in their exercise books. During the lesson, most of the communication takes place in the Nepali language. This is a model of an EFL reading classroom in Nepal.

If we analyze it, we see that it is a highly teacher-cantered approach to teaching reading. Our aim as an ELT teacher is to improve learners' English not of

teachers'. The teacher's role is to impart language competence to the learner and not to develop dependency upon others to understand a text.

There are several techniques for teaching reading. A teacher can adopt that suits his style. Gnawali (2005, p 85) mentions a better technique, which goes beyond ritualistic teaching of reading and presents a learner-centred technique for the EFL classroom setting.

Scene Setting: Some idea on the outside real world referred to by the passage orients learners to the theme of the passage. So the teacher starts a brief discussion by eliciting ideas from students on the same topic as that of the passage. Or she/ he can share his/her own personal experiences relating to the topic.

Presenting New Vocabulary: After the teacher assumes that the average student know the vocabulary, he presents it using receptive techniques. Before he presents each item, he asks if they know it and gets them to guess from the context. The techniques may be explaining, showing pictures, giving examples, using definitions, etc.

Extensive Reading: With the help of scene setting and vocabulary students imbibe certain idea about the passage. Now, they proceed to read it. If they have to read the whole passage and answer long and difficult questions, they will feel threatened. So, the teacher asks students to go through the passage and answer these following questions. In this model of reading, at this level, the teacher does not read and explain the passage for the students at all unless the majority has a problem.

Intensive Reading: After the extensive reading students know the general drift of the passage. They know what it is about and where a particular piece of information lies. They can now go through the text thoroughly and answer more difficult questions. So, the teacher gets students read the passage and does the exercises. It is appropriate to note it is the students who do the reading not the teacher. The teacher is the trouble shooter.

One of the cause students do not motivate in language learning is because of language teacher. Teachers can not add motivation by making their foreign language reading interesting until they make reading purposeful and class lively. Reading gives a teacher, rich mental yeast which s/he can use to interact with students and others. It extends his/ her knowledge and consolidates and sustains vocabulary growth. It helps to improve writing i.e. the more we read, the better we write. A person who knows a bit about carpentry will make a table more quickly and skilfully than who does not. If the instructions are very clear, or the shape of a piece is baffling, experience helps to sort it out. A readily experienced carpenter can probably assemble the table without any instructions. And sometimes, experience can mislead- the table produced may not be what the designer intended and may prove deficient. Similarly, the reader's sense and experience help him (the teacher) to predict that the writer is likely to say this rather than that. A reader who shares many of the writer's presuppositions will be able to think along with the writer and use his own experience to resolve the difficulties. He may ever find the text so predictable that he hardly needs to read it at all. And occasionally, his presupposition may lead him astray, to force an interpretation that is not in the text.

The teacher's task is not to threaten students but get them accomplish short tasks that can be easy. When they finish answering, they can compare with their friends. The teacher indicates the correct answer and share among them. Reading is truly a psycholinguistic process, a combination of the use of reasoning and language cues. Nuttall (1996, p. 150) suggests three stages of reading, which are as follow:

Pre (Before) Reading Stage: Before the students begin to read the text we can do quite a lot to make their task more explicit and their way of thinking is more effective. Reading this stage, Nuttall (1996, p. 154) suggests the following activities to be considered: Providing a reason for reading.

1. Introducing the text
2. Setting a top-down task

3. Breaking up the text
4. Dealing with new language
5. Asking signpost questions

So, it is a warm-up and brain-storming stage. In this stage our aim is to arouse interest to read the text and to take students in the right direction. The students try to find out what the text is about.

While Reading Stage: This is an actual reading stage. The students try to find answers to the given questions. We will consider three broad modes of class organization as the individual mode, in which each student works on his owns for much of the time. Since the reading process is in essence private, this mode is particularly suitable for reading lessons. The second one is the teacher-centred class, where the class works with one text; the way it is tackled is controlled largely by the teacher, who decides the sequence of work, sets, tasks, checking learning and tries to ensure that every student participates. The third one is group work mode of organization, in which much of the guidance comes from fellow students. They try to understand the text jointly- that is, individual efforts are pooled and discussed in the hope of arriving together at the best interpretation.

Post (After) Reading Stage: When the detailed work is over, global understanding must be returned to and the text as a whole evaluated and responded to. Now is the time to reconsider what they did in the earlier stages. Their opinions about the writer's aim, about the main message of the text and so on, can be refined. Students are encouraged to discuss the text or questions, make notes or summary and reach into conclusion.

2.1.5 The Teacher as Reader

Students always follow the people whom they respect. They follow the teacher. If the teacher is seen to read with concentration, to enjoy reading and to make use of books, students do the same. Nuttall (1996, p.229) asserts, 'the best teacher of reading is also reading teachers, in the sense that they are teachers who read'.

It is important to demonstrate them his/her reading. They catch the teachers, since we believe reading is caught, not taught. And it cannot be caught from the people who have not got it themselves. Student must have read a great deal in first language (L1) environment but some might have got little chance of reading and might minimize reading behaviour. It is the teacher's job to encourage them reading. For some students a teacher may be the only reader they meet and the only person from whom they can catch reading. It is the teacher's task to make them see him as a reader not only in L1 but also in L2 environment.

Nuttall (1996, p. 229) suggests a teacher in the following way:

You carry books around with you.

You make sure that students see you reading- for pleasure as well as for professional reasons.

You talk to them about what you are reading, and read out brief passage that might interest them.

You take an interest in what they read, and can suggest books that would suit them.

You treat books well, and make sure that students do the same, because you respect books for what they contain and because careful handling is considerate of other readers... and because it makes economic sense: after all, books are expensive as well as valuable.

A teacher should read a lot and should share his love of reading with the students. His interest on reading will make him a successful teacher of reading. Reading in target language is better while starting with the easiest level. A good L1 reader can do well in target language as well. By motivating the students he can add interest in target language.

Library reading has great benefit of familiarizing teacher with all the books available for the students and giving such practice. For improving reading the

most important thing is to increase the amount of reading. He can choose short books that are easy enough to read. It takes a few months to mark improvement of reading efficiency.

2.2 Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader, already knows. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, readers use too much processing capacity to read individual words, which interfere with their ability to comprehend what they read. Many educators believe that children need to learn and analyze text even before they read it on their own. In this context for Croft (1980, p. 348), states, "The basic purpose of the learning reader will always be to find meaning, to read for comprehension and understanding".

During the last century comprehension was usually student's answering to teacher's questions, writing responses to questions on their own or both. The whole group version of this practice is also often included "round robin reading" wherein teachers called on individual students to read a portion of the text. Now the situation has slightly changed. Though there is not a definite set of strategies but common ones including summarizing what we have read, monitoring your reading to make sure it is still making sense and analyzing the structure of the text. Instead of using the prior one read-test method research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in this area of teaching.

On the basis of the objectives of the present Secondary Education Curriculum (1998 p. 44-45), reading comprehension simply refers to silent reading with understanding. English is taught and learnt as a foreign language especially in the formal setting inside the classrooms in many countries of the world. On the basis of the availability and practicality, a variety of reading texts can be naturally and appropriately used in the classroom in order to enrich the reading comprehension skill of the students. Among the different varieties of reading

texts, authentic texts as magazines and newspapers simply include different types of articles, reading texts suitable for the readers of different levels. They normally focus on people's interest and current affairs. They, therefore, are suitable for readers to develop their reading skill.

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain education. A research carried out by National Reading Panel in 1998, US (NRP) noted three components of reading comprehension.

First, reading comprehension is a complex cognitive process that cannot be understood without clear description of the role that vocabulary development and instruction play in the understanding of what has been read. Second is the active process that requires an intentional and thoughtful interaction between the reader and the text. Third, the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area. Smith and Dechant (1961, p. 243), remark that the following abilities are basic to understanding and may be called comprehension- skills:

1. Ability to associate meaning with the graphic symbol.
2. Ability to understand words in context and to select the meaning that fits the context.
3. Ability to understand units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
4. Ability to acquire word meanings.
5. Ability to select and understand the main ideas.
6. Ability to follow directions.
7. Ability to draw inferences.
8. Ability to understand the writer's organization.
9. Ability to evaluate what is read to recognize literary devices and to identify the tone, mood, and intent of the writer.
10. Ability to retain ideas.

11. Ability to apply ideas and to interpret them with one's past experience.

Thus, we came to know how much reading comprehension is necessary for both teachers and students. The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to do the personal development of students. Reading helps the teachers to be better informed both about their profession and about the world. This makes them more interesting to be around and the students generally like their teachers to be interesting people. For our own development and the students it is important. It also helps to keep our use of English fresh. Nuttall (1981, p. 3), opines: "Understanding a written text means extracting the required information from it as efficiently as possible." The reading purpose is determined according to the context. A competent reader quickly rejects the irrelevant information and finds what s/he is looking for. If the understanding is not enough, more detailed study i.e. comprehension is necessary. Nuttall (1981, p. 3), presents a list of different types of texts which usually come across for reading comprehension:

1. Novels, short stories, tales, other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
2. Plays
3. Poems, limericks, nursery rhymes
4. Letters, postcards, telegrams, notes
5. Newspapers and magazines (headlines, articles, letters to the editor, stop press, classified advertisements, weather forecast, ratio/ TV/ theatre programmes)
6. Specialized articles, reports, reviews, essays, business letters, summaries, accounts, pamphlets (political or other)
7. Handbooks, textbooks, guidebooks
8. Recipes
9. Advertisements, travel brochures, catalogues
10. Puzzles, problems, rules for games

11. Instructions (e.g. warnings), directions (e.g. How to use...) notices, rules and regulations, posters, signs (e.g. road signs) forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets)
12. Statistics, diagrams, flow/ pie- charts, time-tables, maps
13. Telephone directories, dictionaries, phrasebooks

In real life situation we may find a number of such texts. Actually our purpose of reading varies as how we read.

2.3 Review of the Empirical Literature

As far as the researcher has studied, some other researchers' research has been undertaken in reading comprehension. They are as follow:

Siwakoti (1996) carried out a study on, "An Analysis of Reading Proficiency of The Students of Secondary Level in Jhapa District." The main objective of the study was to find out the proficiency level of the students of Jhapa district who were studying in class nine and ten. He comparatively studied on the students of private schools and public schools. The result of the study showed that private schools performed better than public schools. So he concluded that the proficiency level of secondary level students of private school is better than the students of public school on reading comprehension.

Similarly, Subedi (2000) carried out a comparative study on "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa. The main objective of the study was to compare the reading comprehension ability of the students of Jhapa and Kathmandu. He has also aimed to find out in what types text the students have better reading comprehension proficiency. The findings show that the students of Urban School in Kathmandu had a better performance in higher reading comprehension level in magazines than in newspaper whereas the rural students of Jhapa were better in the same. The students of Kathmandu are a bit better than the students of Jhapa in reading comprehension.

Pandey (2001) conducted a comparative study on "Reading Comprehensive Through Cloze Test and British Council Reading Comprehension Test."The

main objective of the study was to find out which test is better, Cloze Test or British council Test for testing reading comprehension ability. The findings of the study are presented descriptively. For instance, the students reading comprehension through cloze test is not satisfactory.

Paudel (2002) work was a comparative study on "Reading Comprehension Ability of The Students Proficiency Certificate levels." The main objective of the study was to find out the reading comprehension ability of the students proficiency and higher secondary level. The findings showed that PCL second year students have better comprehension ability than those of grade XII and the students' have better comprehension on seen text than on unseen text, etc.

G. C. (2002) carried out a study on "Reading Comprehensive Ability of PCL First Year". The main objective of the study was to find out the reading comprehension ability of the students who are studying in PCL first year. He has also aimed to study comparative proficiency of girls and boys in reading comprehension ability. The findings of the study have been presented descriptively. The comprehension ability of PCL first year was satisfactory. The comprehension ability of girls is a bit higher than that of boys.

Reading Comprehension Ability of the Students of Grade 'X' was another research carried out by Patel (2003). The main objective of the study was to find out the reading comprehension ability of the students of class ten. He has also aimed to find out whether the students are better on seen text or unseen text in reading comprehension ability. The findings are the proficiency of the students in seen text is better than unseen texts. Like that many research works have been done on this area.

Joshi (2006) has undertaken a research on the topic "A Study on Effectiveness of Signpost Technique in Teaching Reading Comprehension" The main objective of the study was to find out the effectiveness of signpost technique in teaching reading comprehension in terms of objective and subjective terms. His finding was that signpost technique is better than other techniques in teaching

reading comprehension. He concluded that it is better in subjective term than in objective term.

Bhattarai (2016) carried out research work entitled "Practices of Teaching Reading" to find out the teacher's techniques of teaching reading text and attitude of teachers towards teaching reading English in Nepalese context by using qualitative and quantitative inquiry, based on multi method approach, descriptive and narrative analysis of data. The data were collected from 40 secondary schools of Palpa district by using questionnaire for 40 teachers. 20 teachers were selected for the classroom observation. Classes of the 20 teachers were observed once using observation checklist. The findings of the research showed that majority of the teachers of English do not use appropriate teaching materials. Not all the teachers give equal attention using reading skill i.e. guessing meaning from context, predicting from the word and pictures, use of strategies. The teachers usually failed to engage in discussion. It was also found that the teachers partially use audio supports to minimize reading difficulties. Most of the teachers focused on objective type of question to measure the proficiency of reading.

In fact, no researches have been carried out on "Reading Comprehension Proficiency of the Secondary Level Students in English' yet. Therefore, the researcher has tried to find out the secondary level students' proficiency in English on reading comprehension.

2.4 Implication of the Review for the Study

The above reviewed studies are somehow similar to my study. After reading those studies, I have gathered knowledge regarding how I should move forward my research work. I have got too much inspiration and power to do better.

My related literature review works became very much helpful for my study. The reviews works helped me to broaden the horizon of my knowledge of research problem. While reviewing the related literature, I got some genuine ideas and concepts on the basis of which I can develop a conceptual framework of research. They provided me with theoretical background for my study which

helped to develop my theoretical ideas and to broaden my knowledge related to reading comprehension proficiency. In conclusion, it helped me to form and develop the intensive knowledge by means observing previously conducted studies.

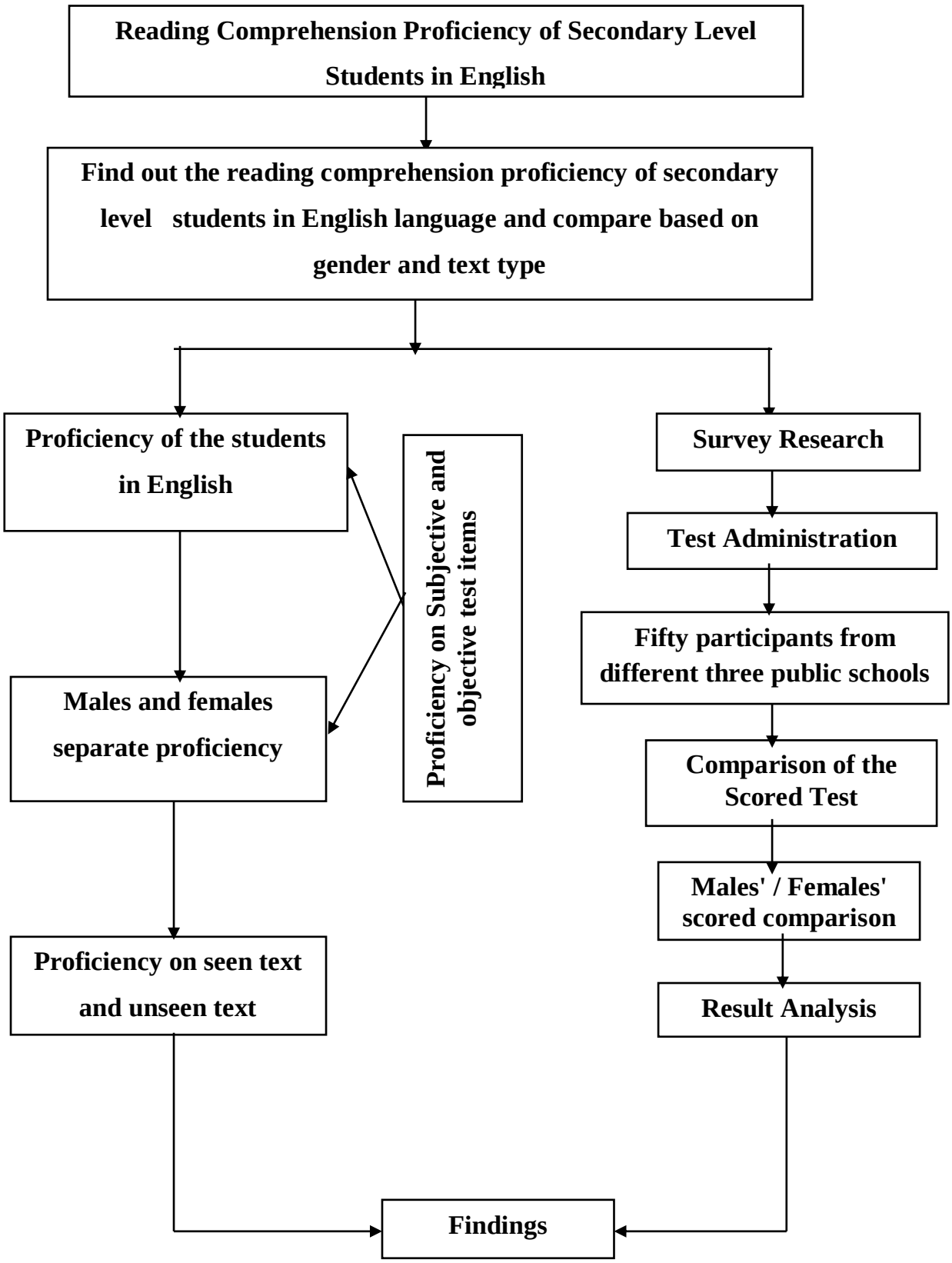
2.5 Theoretical Framework

The conceptual framework is the plan to frame for the whole research process on which the study is established. It provides the general picture of the study Hartman (2002, p.30) puts just as a map lays out roads between cities and towns and guides travellers to their destination, a conceptual model defines pathways between key components and helps to clarify the processes that lead to the desired effect or outcome.

To be a good student in English is not easy task. A good Student should have good skills of listening, speaking, reading and writing. Among these four skills, reading is also one of the essential skill in which any Student should have excellent to teach any lesson effectively. Reading comprehension ability is a power to understand the meaning of the written text. It is a level of understanding. All student of any level do not have same reading comprehension ability. It depends on language understanding capacity of a particular student. It also depends on how they familiar on different types of text. The types of text such as newspaper article, seen text, unseen text, essay, etc also difference the reading comprehension ability of a student to be good in English language.

The present research intends to study the reading comprehension proficiency of the secondary level students in English language. For this the whole study will be precede within this given framework:

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF STUDY

This chapter deals with the research design and method of study, population, sample and sampling strategy, study area, tools for data collection, data collection techniques etc.

3.1 Design and Method of the Study

The current research was basically a proficiency survey test. It studied on reading comprehension proficiency of secondary level students' in English language. The test paper is given to the students and their responses were described and analyze in statically with simple mean and percentage methods.

3.2 Sample Population and the Sampling Strategy

Fifty secondary level Students from three community schools of Tehrathum district, Aatharai Rural Municipality became the sample population of the study. The researcher used random sampling method where the researcher's judgement and accessibility were taken into consideration. For this research three community schools of Tehrathum district were visited and fifty secondary level students were selected as the sample population of the study. The names of the students and the schools they were studying have been given in the Appendix of this research work.

3.3 Study Area/Field

The area of this study was eastern part of Tehrathum (Aatharai Rural Municipality) district from where data were obtained from secondary level students. The researcher carried on this research being based on the population of this area. The researcher selected fifty students from secondary level from three community schools were attended in the reading comprehension proficiency test.

3.4 Data Collection Tools and Techniques

Seen text and unseen text with subjective and objective questions were the tools to elicit the required data for this research work. The researcher deeply studied gender based (male and female) and text type (seen and unseen text) of the students' response before analyzing and interpreting the facts.

The main tool for the collection of data was a test paper. The test items were designed to assess the reading comprehension proficiency of Secondary Level students in English language.

Seen text and unseen text (passage) for reading comprehension were selected to test their proficiency in this regard. Each set of test items contained both the subjective and objective test items. The reading texts were extracted from the newspapers (The Republica) and old question collection of SEE (A Comprehensive English Practice Book).

Objective Tests: Different types of objective questions were given to the informants/students. The objective type of test items contained completion, ordering, matching and true/ false. Each item carried marks as mention in the marking scheme given below.

Subjective Tests: A set of subjective questions were given in each text type to the students where they were asked to write short answers based on the respective text. Each item carried marks as mentioned in the marking scheme.

The researcher followed the following marking schemes.

Table: 1

Marking Scheme

S. N.	Text type	Types of Text item	No. of items in each set	Marks	Total Marks
1.	Seen Text	True / False Matching Short question answer	5× 1 5× 1 5× 1	5 5 5	15
2.	Unseen Text	Completion Ordering Short question answer	5× 1 5× 1 5 ×1	5 5 5	15
		Grand Total	30		30

A model question set is given in the appendix of this research work.

3.5 Data Collection Procedure

The researcher followed the following steps to collect the primary data:

a) At first the researcher went to the selected schools and asked for the permission from the concern authority to consult the students who were studying in secondary level.

b) The researcher built a rapport with the concerned Students and explain them about propose and process of the study.

c) Then the researcher gave them question paper to have test.

d) After they finished solving the problems the researcher collected the answer sheets.

3.6 Ethical Consideration

Ethical Consideration is the most valuable ornaments that the researcher should follow while conducting his research work. As the study involves human being as participants before conducting the study, the researcher took the approval from concern authority. In this survey research fifty students from different three public schools' students participate happily with great enthusiasm and self-motivated in the survey test. All the data generated in this research study are the researcher's own except from the cited ones tries his best to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

After collection the data, the researchers need to organize and analyze the data to come to the conclusion. The researcher decided to analyze the data according to his purpose, nature of study, and convenience. Generally the data from quantitative research were analyzed using statically. This chapter deals with the analysis and interpretation of the data obtained from the Secondary Level Students' in English Language. The data were based on two sets of questions. Their responses were divided into two categories: in terms of gender (male and female) and in terms of text type (seen and unseen text) and they were analyzed quantitatively.

4.1 Analysis of Data and Interpretation of Results

The whole chapter has been divided into two parts. The first part deals with analysis of the Secondary Level students' proficiency in English language and it is further divided in two sub-headings. In this part their language while answering comprehension questions has been analyzed and interpreted. The second part consists of their scores on the basis of their gender and text type (seen text and unseen text) accordingly. This part includes presentation and comparison of the related scores they obtained. The obtained marks of subjective and objective tests have been tabulated, calculated, and described as well. The analysis and interpretation of the study is given in this chapter.

4.1.1 Description of Secondary Level Students' Proficiency in English on Overall Test

In this study two types of texts (Seen and Unseen) were asked. The mean scores they obtained in the overall test is analyzed and described as follow:

Table 2

Overall proficiency of Secondary Level Students' in English Language

Tools	Obtained Marks %
Mean (Average)	69.67

Table 2 presents that; the students obtained 69.67 % marks in English Language as a whole. Fifty students were participated in the test. Among them 24 students were male student and 26 students were female. On the basis of gender the overall proficiency of secondary level students in English is described in the following table:

Table 3

Overall proficiency of Secondary Level Students' in English Language based on Gender

Tools	Obtained Marks %	
	Male	Female
Mean (Average)	69.31	70.00

Table 3 presents that male students obtained 69.31% marks as a whole. But Female students obtained 70.00 %. It showed that female students are better than male students.

The tests were also divided into two groups on the basis of text type. Same numbers of students were participated. Their overall proficiency is shown in the following table:

Table 4

Overall Proficiency of Students' in English Language based on the Text Type

Tools	Obtained Marks %	
	Seen Txt	Unseen Text
Mean (Average)	83.87	55.47

Table 4 presents that students obtained 83.87% marks in seen text. But students obtained 55.47% marks in unseen text. It shows that students were performed well in seen text type than unseen text type.

4.1.2 Description and Comparison of Secondary Level Students in English Language Proficiency

Two types of texts, seen text and unseen text were asked in the test. Different scores have been obtained by students based on gender and text types. Comparison based on gender and text type and its descriptions shown in the following table:

Table 5

Comparison of Students' Proficiency based on Gender and Text types

Tools	Gender	Obtained Marks %		Difference %
Mean (Average)		Seen	Unseen	
	Male	84.44	54.17	30.27
	Female	83.33	56.67	26.66
	Different	1.11	2.5	3.6

Table 5 presents the reading comprehension proficiency of students based on gender in different types of texts. The students were divided into two groups on the basis of their gender. Male and female students' proficiency on different text types is comparatively shown in the table.

Male students scored 83.87 % marks on seen text, and 54.17% marks on unseen text. The different was 30.27%. They were better on seen text than unseen text. Female students scored 83.33% on seen text and 56.67% on unseen text. The different was 26.66%. Female students were also better in seen text.

On the other hand, the comparison on seen and unseen text, male obtained 84.44% marks and female students obtained 83.33% marks on seen text. The different on seen text based on gender was 1.11%. It was not more significant on seen text. In the case of unseen text male students scored 54.17% and female students obtained 56.67%. The different was 2.5%. It showed that female students are better on unseen text than male. But male students are bit better on seen text than female.

The above table showed that male and female students' comparison on their own proficiency on seen text and unseen text too. Male students scored 84.44% in seen text and 59.44% on unseen text. The different was 19.44%. It showed that male students were more proficient on seen text than unseen text. Similarly, female students obtained 83.33% on seen text and 56.67% on unseen text. The different was 16.92%. Female students were also more proficient on seen text than unseen text. The different between male and female students on seen and unseen texts were 3.6% as a whole.

According to the result, both male and female students were better on the seen text than in the unseen text.

4.1.3 Description of Students' Proficiency on Subjective and Objective Test

In the study, two types of text having both subjective and objective test items. The full mark of objective test was 20 and 10 for subjective test. The score they obtained was administered as below.

Table 6

As a Whole Comparison of Students Proficiency on Subjective and Objective Test

Tools	Obtained Marks %		Difference %
	Objective	Subjective	
Mean (Average)	67.9	73.2	5.3

Table no.6 presents as a whole comparison of the students proficiency on objective and subjective test items. As a whole, they obtained 67.9% marks in objective test where as 73.2% marks obtained in subjective test. This showed that their difference in subjective and objective test item was by 5.3 %. Their proficiency was better in subjective test than in the objective test.

As divided, the Students into two groups, male and female, based on gender, their reading comprehension proficiency in subjective and objective test comparatively shown in the following table:

Table 7

Comparison of Male and Female Students' Proficiency on Subjective and Objective Test

Tools	Groups	Obtained Marks %		
		Objective	Subjective	Difference %
Mean (average)	Male Students	69.38	69.17	0.21
	Female Students	66.54	76.92	10.38
	Different %	2.84	7.75	10.17

According to the table 8, the male students have got 69.38% marks in objective test and they have obtained 69.17% in subjective test. The difference between them was 0.21%. This showed that the male students have got bit higher marks in subjective test than in objective test.

The table also showed that the proficiency of female students in subjective and objective test. They have scored 66.54% marks in objective test where as

76.92% in subjective test items. The difference between them was 10.38%. They were far better in subjective test than in objective test.

Male students obtained 69.38% where as female students obtained 66.54%. The different was 2.84%. The result showed that male students are better than female students are in objective test. Similarly, male students obtained 69.17% marks in subjective test where as female students scored 76.92%. The different was 7.75%. The result showed that female students are far better than male students are in subjective test.

4.1.4 Description of Students' Proficiency based on Test Items

As a whole five items of questions were asked. They were true / false, completion, ordering, matching, and short answer questions. The holistic proficiency of secondary level students' on the basis of the test items shown in the following table:

Table 8

Holistic Proficiency of Students' on the Basis of Test Items

Tools	Test Items	Obtained Marks %
Mean (Average)	Completion	51.8
	Ordering	55.8
	True /False	83.8
	Matching	80.8
	Answer Questions	73.5
	As a whole	69.67

Table 8 presents that the proficiency on the basis of test items, students' obtained 69.67% in holistic score. 51.8% marks in completion test items, 55.8% in ordering, 83.8% in true false, 80.8% in matching, and 73.5% in short question. It showed that the students were good in true false items of test. In objective type of test, students got high marks in true false item and least marks

obtained in completion item but overall result showed subjective and objective test, they were better in subjective type of test than objective.

Based on the gender, the students obtained different marks in different test items, which were shown in the following table:

Table 9

Students' Proficiency on Test Items in Terms of Gender

Tools	Test Items	Marks Obtained %		Differences %
		Male	Female	
Mean (Average)	Completion	50.83	52.31	1.48
	Ordering	58.33	53.08	5.25
	True False	84.17	83.08	1.09
	Matching	84.17	77.69	6.48
	Objectives Items Total	69.37	66.54	2.83
	Short Answer Questions	69.17	76.92	7.75
	As a whole	69.31	70.00	0.67

Table 9 presents the proficiency of students on different test items in terms of gender. Proficiency of students' on test items, male students obtained 69.31% and female Students obtained 70.00%. The different was 0.69%.

Male students obtained 50.83% marks in completion, 58.33% in ordering, and 84.17% in true / false and 84.17% marks obtained in matching items. These four items of the objective test they have better score in true/false and matching. Students obtained the least marks in completion.

Female students have obtained 52.31% marks in completion, 53.08% in ordering, and 83.08% in true / false and 77.69.17% marks obtained in matching items. These four items of the objective test they had better score in true/false. Students obtained least marks in completion.

Same table no. 9 showed that comparison of male and female students' proficiency on objective test, male students' obtained 50.83% whereas female students scored 52.31%. The different was 1.48% means female students were

better than male in completion. In case of ordering male scored bit better than female. Male students scored 58.33% and female students scored 53.08%. The different was 5.25%.

Male students scored equal marks 84.17% in true /false and matching items whereas female students obtained 83.08% in true/false and 77.69% in matching items of objective test. The different in true false was 1.09% and matching was 6.48%. This showed that male students were better in both items. According to the table the result of male and female in objective items of test, male students were better than female. Male obtained 69.37% and female students obtained 66.54% in objective items of test. The different was 2.83%.

On the other hand, the table showed in subjective questions, female students were far better than male. Male students obtained 69.17%marks and female students obtained 76.92%marks. The different was 7.75%. It was more significant in difference.

4.2 Summary of Findings

Based on the interpretation of the collected data, the summary of the research work was presented. The overall proficiency of secondary level students in English was 69.67%. It was good based on the grading system of SEE. Based on the gender, mean score of female students were better than male students. Based on the text type, Students' performance was better on seen text than unseen text. Another interpretation based on the test type, students' performance was better in subjective type of test than objective.

The major objective of this study was to find out the reading comprehension proficiency of the secondary level students in English and compare their proficiency in terms of informant-oriented variables: male students vs. female students and seen text vs. unseen text. The major tools of data collection were the test items, containing subjective (short answer question) and objective test items (completion, ordering, true/false and matching).

1. Overall proficiency of secondary level students' in English was 69.67%.

2. Male students obtained 69.31% and female students obtained 70.00% marks. The different was only 0.69%. It was less significant. Female students were performed better than male in overall proficiency based on gender.
3. Based on the text type, students were obtained 83.87% score on seen text and 55.47% on unseen text. The difference between two texts was 28.4% marks. It was more significant in reading comprehension proficiency.
4. Male students scored 83.87 % marks on seen text, and 54.17% marks on unseen text. The different was 30.27%. They are better on seen text than unseen text. Female students were also better on seen text. Female students scored 83.33% on seen text and 56.67% on unseen text. The different was 26.66%.
5. On the comparison on seen and unseen text, male obtained 84.44% marks and female students obtained 83.33% marks on seen text. The different on seen text based on gender was 1.11%. It was not more significant on seen text.
6. In the case of unseen text male students scored 54.17% and female students obtained 56.67%. The different was 2.5%. It showed that female students were better on unseen text than male. But male students were better on seen text than female.
7. Their proficiency was better on subjective test than in the objective test. The difference was significant. They obtained 67.9% marks in objective test whereas 73.2% marks obtained in subjective test. This showed that the different in subjective and objective test item was 5.3 %.
8. The male students got 69.38% marks in objective test and they obtained 69.17% in subjective test. The difference between them was 0.21%. It showed that the male students got bit higher marks in subjective test than in objective test.
9. Female students were better in subjective test than objective. They scored 66.54% marks in objective test whereas 76.92% in subjective test items.

The difference between them was 10.38%. They were far better in subjective test than in objective test.

10. Male students obtained 50.83% marks in completion, 58.33% in ordering, 84.17% marks obtained in matching and 84.17% in true / false and items. These four items of the objective test, they scored better in true/false, matching items and obtained least marks in completion.
11. Female students have obtained 52.31% marks in completion, 53.08% in ordering, and 83.08% in true / false and 77.69.17% marks obtained in matching items. These four items of the objective test they had better score in true/false. Students obtained least marks in completion.
12. In subjective (short answer questions) female students were far better than male students. Male students obtained 69.17% marks and female students obtained 76.92% marks. The different was 7.75%. It was more significant in difference.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This study is a pure effort to find out the reading proficiency of secondary level students in English. The data were gathered from the students' test with 10 subjective and 20 objective tests items. After carefully collecting that relevant information, the data were interpreted by simple mean and percentage in descriptive and some qualitative quality. Conclusion and recommendations have been drawn as follows:

5.1 Conclusions

After this research study, it has been concluded that reading practice is essential for students to build more confidence in English language. The mean marks scores of female students are better than male students. The reading practice also affects in the reading proficiency of students in English. The overall proficiency of secondary level students in English is 69.67%. It is good based on grading system of SEE. Based on the gender, mean score of female students are bit better than male students. Based on the text type, students' performance is better on seen text than unseen text. It is proved that practise is essential for the students in English. Another interpretation based on the test type, students' performance is better in subjective type of test than objective. Study shows that female students are better in unseen text than male. But male students are bit better in seen text than female.

Male students obtained 69.31% and female students obtained 70.00% marks. The different is only 0.69%. It is less significant. Female students were performed better than male in overall proficiency based on gender.

Based on the text type, students were obtained 83.87% score in seen text and 55.47% in unseen text. The difference between two texts was 28.4% marks. It is more significant in reading comprehension proficiency.

Male students scored 83.87 % marks in seen text, and 54.17% marks in unseen text. The different is 30.27%. They are better in seen text than unseen text. Female students are also better in seen text. Female students scored 83.33% in seen text and 56.67% in unseen text. The different is 26.66%.

5.2 Recommendations

The recommendations have been made on the basis of the findings:

5.2.1 Policy Level

On the basis of the findings obtained from the analysis of the data some recommendations that are related to the policy are made as follows:

1. Overall proficiency of female students was found better in reading comprehension than male students. Male students need practice reading comprehension through newspaper, magazine and other different kinds of authentic English text.
2. The performance on seen text was much better than unseen text. Therefore, this research study recommends special attention viewing on reading comprehension development of all the students in unseen text of test.
3. Female students are significantly low performance in objective type of test. So, the study recommends special attention viewing on reading comprehension development of the students in objective type of test through variety of authentic English text for better performance of students in English language.

5.2.2 Practice Level

Some of the findings of the research are applicable in the practical field of the research area. Some of the recommendations that are related to practice level are as follow:

a. After this research it has been concluded that the students need to study very hard to increase their reading proficiency. They need to do different

types of activities like listening audios, reading English newspaper, having conversation in English etc.

b. They need to make their schools' and classes' environment full of English language. The students who are studying English in secondary level schools need extra reading comprehension practices as well.

c. Students need extra reading and writing practices to lessen the errors and make their English more effective and fruitful. Practice makes people perfect so community school's students also should practice hard to be better in their language performance.

5.2.3 Further Research

There are many interested new researchers who want to do new research. For them this research can be a resource material for further research. There are many students who are seeking new ways of improving their language skills. In this research work only the reading comprehension proficiency of secondary level students in English of community schools have been studied. There are many researches topic related this area in which the other interested students can carry out their research, like “A Comparison between the Reading proficiency of Community Schools' students and Institutionalize Schools' Students", “Guided Writing Proficiency of Secondary Level Student in English language" etc.

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Appendix- A

Tool of the Research

Reading Comprehension Proficiency Test-2076 (2020)

Level: Secondary Level F. M. 30

Time: 54 min. S.N……

Name of students: ……

School's Name: ……

1. **Read the following news paper article and do the activities that follow:**

Cucumber, Bitter Gourd production seen falling

May 1, 2017 Republica

ITAHARI, May 1: Production of bitter guard and cucumber in Sunsari district is projected to fall this year, despite expansion in farming area. Though local farmers have done cucumber farming in 600 hectares, production has remained low compared to last year. Easter Terai district is unofficially called the 'pocket area' for the vegetable farming.

According to the Tirpit Narayan Mishra a horticulture development officer with District Agriculture Development Officer (DADO), dramatic change in climate condition is the main reason behind drop in cucumber production.

Around 6,225 tons of cucumber was produced in 525 hectares of land in Sunsa-ri last year.

The production of bitter gourd is also expected to fall this year. Farmers have grown bitter gourd in 500 hectares of land this year, compared to 460 hectares last year. Local farmers have cultivated different varieties of vegetables in 7,100 hectares of land. They have produced 92,300 tons of fresh vegetables till the first nine months of the current fiscal year.

'Vegetables farming area is expected to increase further this year as the season to cultivate vegetables like pumpkin, lady's finger and green beans is coming,' said Mishra.

Farmers from neighbouring Indian villages of Basmatiya, Belaha and Kagain also bring their fresh product to sell in the local market. Vegetables like cauli-flower, cabbage, carrot, tomato, onion, garlic, cucumber, and pumpkin, among others are consumed in the local market.

Vegetables wholesalers of Damak, Itahari, Dharan, Biratnagar, Belbari, Pathari, Urlabari and Narayanghat buy vegetables produce in Sunsari district and sell them in their respective markets.

A. Complete the following sentences by choosing the correct words from the text : (5)

a. ……is the antonym of sweet.
b. We can use the word ……..instead of floriculture.
c. …….gives an opposite meaning to old-fashioned.
d. …….. means farm.
e. ……is the similar word to sudden/comic.

B. Put the following sentence in correct order: (5)

a. Vegetables wholesalers from Dharan buy vegetables produce in Sunsari.
b. Local farmers have cultivated different varieties of vegetables in 7,100 hec-tares of land.
c. Production of bitter guard and cucumber will fall in Sunsari district.
d. Farmers from neighbouring Indian villages also sell in the local market.
e. Tirpit Narayan Mishra is a horticulture development officer.

C. Answer the following questions:(5×1=5)

a. When and where was this report published?
b. What is the estimation about the production of bitter gourd and cucumber?
c. Which area is officially known as the pocket area of vegetable production?

d. What is the main reason behind the drop of cucumber production according to TN Mishra?
e. How much cucumber were produce in Susari district last year?

2. Read the letter below and do the tasks that follow:

April 7, 2017

Dear Kunsung,

Thank you very much for your letter which I received this morning. Surely, it makes an old aunt very happy to know that her nephew his willing to find a job in the biggest metropolitan city of Nepal. To my surprise, you are thinking of the leaving high school and home too. You must not do it.

Kun, I know that you are one of the biggest and the most intelligent member of our family. Honestly, your parents have brought you up to think for yourself. They have never compromised for your study and needs. I really must say something: what you are thinking of doing could make you and everyone else in the family very unhappy. You must think of them and their unconditional love.

I think schooling is not boring and monotonous. You may find metropolitan city appealing and attractive. You might be seeing the grass greener on the other side of the fence. But remember you are not living a useless life here. Many people dream to live your life. Dear Kun, everyone needs to be ambiguous but over ambition may ruin your life. I agree with you, but obviously, if you want to do anything with the rest of your life, you should not ignore your parents' support and education. Without their help you can neither live a peaceful life nor get a better job. Don't you think you are making this decision in a hurry? Undoubtedly, you must think before it's too late. If I were you, I would complete my study first.

Have you ever thought about your parents? Of course, they won't be happy here in this, at least from you. What about giving a second thought to your day dream? How long do you think you can enjoy the sophisticated city

life? Teenagers like you might not have as blissful life as you are thinking now. You and me really should have a serious talk together.

You are supposed to come and see me before you finally decide. If anything appealing ever happens to you, I may not forgive myself.

With much love

Manisha

A. Write True or False: (5)

a. 'Kun' is nickname for Kunsung.

b. Manisha convinces Kunsung to stay home.

c. Kunsung ignores his parents.

d. Manisha, Kusung's aunt, wants him to leave home.

e. The writer suggests Kunsung to complete his study.

The writer’s warning kunsung to complete his study first.

B. Match the following: (5)

a. April 7, 2017	i. appealing
b. Kusnsung's plan	ii. to live peaceful life
c. Kusnsung's parents love	iii. serious talk
d. Metropolitan city	iv. Letter was written
e. Manisha	v. leave school
	vi. unconditional
	vii. Kusnsung’s Aunt
	viii. complete his study first

C. Answer the following questions in short:(5)

a. Who are Manisha and Kusnsung ?

b. Who has written the letter to whom?

c. What does the phrase 'seeing the grass greener on the other side of the fence' mean?

d. Why shouldn't Kusnsung ignore his parents' help?

e. What is the writer's warning to Kusnsung?

Appendix – D

List of Students from Different Three Schools with Scores

S N	Students Involved in the Proficiency Test	Seen Text score	Unseen Text score	Grand Total
1	Dipesh Uprety	14	12	26
2	Pkkal Kandangwa Limbu	12	12	24
3	Karuna Paudel	15	12	27
4	Kailash Oli	15	9	24
5	Binita Kandangwa	15	9	24
6	Laxima Moktan	14	8	22
7	Kiran Oli	14	8	22
8	Mankumr Khabas	11	11	22
9	Dipisha Silwal	12	9	21
10	Sabina Lama	13	8	21
11	Geeta Acharya	11	8	19
12	Koshina Dewan	10	9	19
13	Dipkishwor Ingnam	11	5	16
14	Lilisa Moktan	8	7	15
15	Yamuna Khawas	9	5	14
16	Kabita Lamichhane	15	12	27
17	Rajesh Mishra	15	11	26
18	Tulasha Uprety	15	12	27
19	Nisha Karki	15	12	27
20	Abishek Rana	13	12	25
21	Aayush Bhattarai	14	9	23
22	Mamata Hangma Ingnam	14	9	23
23	Anil Ingnam	13	8	21
24	Anusha Siwa	12	8	20
25	Sangeeta Ingnam	14	10	24
26	Binita Niraula	13	4	17

S N	Students Involved in the Proficiency Test	Seen text score	Unseen text score	Grand Total
27	Tulashi Chauhan	13	4	17
28	Saurav Ingnam	12	4	16
29	Sapana Chauhan	12	6	18
30	Prem B. K.	11	7	18
31	Sarmila Rasaili	10	7	17
32	Jeeban Sangraula	12	5	17
33	Anil Kumar Magar	11	4	15
34	Rekha Majhi	10	3	13
35	Nirajan Bhattarai	11	2	13
36	Tika Devi Pariyar	15	13	28
37	Smriti Sitaula	15	11	26
38	Bhimkala Gurung	15	13	28
39	Kushal Dangi	15	11	26
40	Manish Lwagun	14	10	24
41	Roshan Guragain	13	11	24
42	Dipen Sunuwar	15	8	23
43	Dhiraj Rai	12	9	21
44	Binod Bhattarai	13	9	22
45	Bhawani Barakoti	12	9	21
46	Asmita Limbu	11	7	18
47	Anisha Budhathoki	10	7	17
48	Ganga Devi Gurung	11	8	19
49	Jamuna Gurung	11	4	15
50	Nabin Ingnam	8	5	13
	Total Marks	**629**	**416**	**1045**
	Average Marks	**12.58**	**8.32**	**20.9**
	Percentage (%)	**83.87**	**55.47**	**69.67**