

**READING COMPREHENSION ABILITY OF
SLC CANDIDATES**

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

**Submitted by
Chop Narayan Ghimire**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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N. 1707

– Chop Narayan Ghimire (2014)

DECLARATION

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

Date: 2014/08/20

Chop Narayan Ghimire

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Chop Narayan Ghimire** has prepared this thesis entitled **Reading Comprehension Ability of SLC Candidates** under my guidance and supervision.

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DEDICATION

**Dedicated
to
my parents who always inspire me.**

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August 7, 2014

Chop Narayan Ghimire

ABSTRACT

The present research work entitled **Reading Comprehension Ability of SLC Candidates** is an attempt to find out the reading comprehension ability of the SLC students. For this, thirty students of grade ten, fifteen boys and fifteen girls were sampled from three different schools of Arghakhanchi district through stratified random sampling procedure. All the sampled population were from public schools. A set tests of comprising short question, true/false items, matching items, fill in the blanks items and vocabularies items was administered in order to find out the reading comprehension ability of the students. After the analysis and interpretation of the collected data, it was found that the average reading comprehension ability of the students was, the RCA of the girls was 49.4% where as the RCA of the boys was 44.9. In this way, RCA of girls were found better than boys.

The study is divided into five chapters. The first chapter includes the general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with the review of related theoretical literature and review of related empirical literature. It also includes implication of review for the study and conceptual framework. The third chapter includes the methods and procedures of the study. It subsumes design of the study, population and sample, sampling procedure, data collection procedure, data analysis and interpretation procedure. Chapter four encompasses the results and discussion of the collected data. The last chapter consists of summary, conclusions, and implications of the study. The implication has been further presented into three levels, i.e. policy, practical and further research. This final part includes references and appendices as well.

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LIST OF ABBREVIATIONS

CDC	:	Curriculum Development Centre
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
etc.	:	et cetera
ibid.	:	ibidem (Latin), in the same book or piece of writing
i.e.	:	id est (Latin), that is
L1	:	First language
L2	:	Second language
M.Ed.	:	Master in Education
MOST	:	Marks obtained in seen text
MOUT	:	Marks obtained in unseen text
NCED	:	National Centre for Educational Development
RCA	:	Reading Comprehension Ability
SLC	:	School Leaving Certificate
ST	:	Seen Text
T.U.	:	Tribhuvan University
UT	:	Unseen Text
viz.	:	Namely
vs.	:	Versus