

# CHAPTER-ONE

## INTRODUCTION

This study is on the "**Comprehension Ability of Grade nine students in Newspaper Advertisement.**" This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the study

Language learning is essentially a way of communicating with each other in order to carry various social functions. It means language is the universal medium for conveying facts including complex thoughts, emotions and feelings of every human being. Learning is an attempt of being competent to the use of language. In Crystal's (1997) words, "Language refers to the concrete act of speaking, writing or singing in a given situation. Hence, language is the vehicle of communication for human beings. There are so many languages in the world. All the languages have equal value in terms of communication aspects. However, some languages play more dominant role in some specific situation. For example, English is the most widely spread language in the world and has dominated many areas of human concern like trade, technology, tourism, teaching and so on.

In the present education system of Nepal, English is taught and learnt as a compulsory subject from grade one to the graduate level and as an optional subject from secondary to the master's level. This proves, the importance, needs, significance and context of English in our pedagogy.

Language teaching and learning is an attempt for improving skills, knowledge and attitudes of the learners. It is an interaction between a teacher and students.

It has been conducted to achieve certain goals and objectives determined in our curriculum. To be specific, English Language Teaching (ELT) is a way of expanding learners' abilities to use English accurately and appropriately.

While teaching and learning the English language to our students, we involve them to the study of aspects and skills of language. Only comprehensive study makes them able to interact fluently and accurately. So, comprehensive language learning is the goal of language teaching. However, all students may not have equal competency level or they may not comprehend in a same way. It means, learners seem different in their comprehensive ability. Identifying such comprehensive ability of the students in reading newspaper advertisement has been the concern of this study. So, the study is entitled as 'Comprehension Ability of Grade IX students in Newspaper Advertisement'.

## **1.2 Statement of the Problem**

This research topic is chosen originally of my personal interest. I have become concerned about the complaints from English teachers about students' comprehension ability on reading both seen and unseen texts. The problem arose when there were complaints from English teachers regarding the students' achievement in their class. I received a number of complaints when I organized teacher training programmed. The most common complaints were about the students' comprehension ability in reading newspaper advertisement in solving the question based on those texts. Generally, in public students start learning/reading the text based on newspaper advertisement when they are in grade eight and they learn throughout the year. Despite the learning and comprehending the text for many years many student come up with the difficulties to answer the comprehensive question, vocabulary test and multiple choice items based on the text. So, the problems beings addressed in this study are the students' ability to comprehend the text based on newspaper advertisement and completing the exercises.

To be specific in government aided schools, the achievement of the comprehension ability of grade nine students is not satisfactory in Dang district. They cannot communicate in English and even achieve good marks in the examination in English subject. Secondary level curriculum has envisioned to enable the students to comprehend the reading texts and developing proficiency over reading. It has emphasized to develop communicative competence through various reading texts i.e. poems, short stories, advertisements, news stories, news articles, biography of people. Among them, newspaper advertisement is importance to expand the knowledge of vocabulary and the comprehensive ability of the students.

Therefore, this is study aims to identify the comprehension ability of the students on the newspaper advertisements is included in the form of unseen text in the examination to the students of grade nine the problem to be stated here in this study is concerned with them.

### **1.3 Objectives of the Study**

The proposed study had the following objectives:

- a) To find out the reading comprehension ability in newspaper advertisement of grade nine students.
- b) To compare the reading comprehension ability in newspaper advertisement of the students in terms of gender.
- c) To suggest some pedagogical implications.

### **1.4 Research Questions**

The following were the research question to guide this research:

- a) What is the reading comprehension ability in newspaper advertisement of grade IX students ?
- b) Who (boy or girl) has better reading comprehension ability ?
- c) What is the students attitude toward reading in Newspaper advertisement ?

## **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 in newspaper advertisement at secondary levels. This is the first research works in the Department of English education Campus. Thus, it would be in valuable for the department of English itself. The study is benefices 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 was also helpful to solve some of the practical problems of reading comprehension on newspaper advertisement. It was also useful to those who are interested in conducting research in the area.

## **1.6 Delimitations of the Study**

This study had following limitations:

- a) The study was limited to the government aided secondary school of Dang district.
- b) This study was limited only 30 students in grade nine.
- c) It was limited to the reading comprehension in newspaper advertisement.
- d) It was limited to the three secondary government aided schools.

## **1.7 Operational definitions of the key terms:**

**Ability:** The capacity to comprehend the text and solve the question based on the given text

**Comprehension:** The way of understanding the text or grasping the meaning of given text.

### **Newspaper**

**Advertisement:** The very word newspaper advertisement refers to the text based on advertisement of goods and services taken from different newspaper.

**Seen Text:** The texts that are included in the text book

**Unseen Text:** The text those are taken/extracted from different sources to practice the students.

# **CHAPTER-TWO**

## **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

### **2.1 Review of Theoretical Literature**

A theoretical framework guides research by using 'what work' in the experience or exercise of doing something by those directly involved research studies. After reading relevant literature, a number of theories have been developed from different perspective. The information obtained from different literature is stored under the main themes and theories. The theoretical literature of this study consists of the English language and its position, language skills, reading comprehension techniques of teaching reading, materials for reading and newspaper advertisement respectively. Some relevant theory that are contributing to my research work are discussed below:

#### **2.1.1 The English Language and Its Position**

English language has been used tremendously in different parts of the world. It is the most widely used language. It is being used in different contexts for different purposes. It has dominated almost all the areas in the world such as politics, science, technology, medicine, marketing and so on. It is rich in its literature. It has gained the status of the international standard. Therefore, it is used as a lingua-franca to maintain communication among different linguistic communities.

English has significant influence in educational system of Nepal. English has been taught as a compulsory subject from grade one to the graduate level in government aided schools and colleges. In the context of private schools, it is taught right from nursery to higher level as a compulsory subject as well as medium of instruction. Basically, the main purpose of the teaching English in the school of Nepal is to enable the students to exchange their ideas with people of any nationality who speak English.

Regarding the role of English in our teaching context, Bhattari (1997) states:

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one visits the whole world and one knows English can enjoy the advantage of world citizen. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance (p.217).

The glory of English is not limited a single country, it is equally practiced as an asset of world's languages. In this context, Harmer (2008, p.23) states:

English is studied not just for some unspecified general purpose but for example, for academic purpose (EAP) or as English for business.

Business English learning and teaching grown enormously over the last twenty years, whether it takes place before students enter in commercial life or during their life in the business world.

So, the importance of English language in the present world needs to be overemphasized. It is Principal language for international communication. The

English language is given great importance in the education system of Nepal. The use of English is extended by leaps and bounds.

### **2.1.2 Learning English Language**

Language is language is a web of practices through which we communicate our ideas, feelings, sentiments, etc. to each other. Language learning refers to the attempts made for developing proficiency in language. According to Brown (2008, p.26), "language learning is a way of improving skill, attitudes and knowledge. It is an attempt to develop the quality of language use in its all aspect and skills. "While learning a language, we not only learn what language it, but we also learn how to speak, write, read and listen. Any language has far skills, thus the learners have to learn the skills of language while learning it. There are four basic skills of language. They are listening, speaking, reading and writing. These far skills are important for successful language learning. They are described in following way.

#### **a. Listening**

Listening is the first basic skill of learning a language. It refers to not only hearing but also understanding what is being said. There are two kinds of listing situations in which we may be involved in: interactive listening situations and non-interactive listening situation. In interactive listening situation, we are involved in face to face conversation or on phone calls where we have a change to ask for repetition, clarification or slower speech from our conversation partner. But non-interactive listening situations include listening to radio, tape records, lectures, etc. where we have no such chance of reception, clarification.



## **b. Speaking**

Speaking is the second basic skills of language learning. Like other skills, speaking is more complicated than it seems at first. It involves more than just pronouncing the words. Speaking can be both active and passive. Active speaking occurs when we are speaking in face to face situations with other or on phone calls, etc. In such situations, there is live interaction between the speaker and listener. Passive speaking, on the other hand, occurs when we speak with no interruptions or feedback from others. Such speaking involves giving a speech in public ceremony or a long lecture in a topic.

## **d. Reading**

Reading, simply, refers to the study of any written documents or text either loudly or in silent manner. In other words, it is the way of grasping information from the graphic symbols. Reading can be done for several purposes, such as reading for pleasure reading for information.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, of communication and of sharing information between the text and the reader. It is shaped by the reader's prior knowledge, experiences, attitudes and language community which is culturally and socially situated. The reading process requires continuous practice, development and refinement. In addition, reading requires creativity and critical analysis. There are no concrete laws in reading but rather it allows an escape to produce their own products introspectively. This promotes deep exploration of text during interpretation. Regarding the meaning of it, Ur (1996, p. 138) says, "Reading means an understanding of the ideas expressed in the text". A foreign language learner who says, I can read the words but I don't know what they mean is not reading in fact. In such a case, he or she is merely decoding translating written symbols into

corresponding sounds however, reading must understand of the text. Anderson (1985) says that reading is the process of constructing meaning from written text. It is a complex skill requiring the co-ordination of a number of interrelated sources of information. In the similar vein, Grabe (2002) states that reading is not merely a receptive process of picking up information from the page in a verbal manner but it is a selective process which is characterized as an active process of comprehending. So, it has also been called reading comprehension.

### **c. Writing**

Writing is very creative and productive skill of language to be learned. It generally, refers to the representation of language in a textual medium through the use of a set of graphic signs or symbols. It is, too, more complicated than it seems at first and often seems to be the most difficult skill even for the native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

These four skills can divide into two categories on the basis of direction of communication, i.e. receptive skills and productive skills. In order to receive information, we have listened to somebody or something or read a text. Thus, listening and reading come under receptive skill. Harmer (2007, p. 265) says "receptive skill is a term used for reading and listening where meaning is extracted from the discourse. On the other hand, a language is also used to express our feelings, thoughts and so on in terms of speaking and writing. In this case, speaking and writing are considered as productive skills. Harmer (ibid) defines productive skills as ' the term for speaking and writing skills where students actually have to produce language themselves. Similarly, these four language skills can also be divided into primary skills and secondary skills on the basis of their importance. Hence, listening and speaking are important to conduct verbal behavior to a person so, they are primary skills. Regarding one writing, on the other hand, are considered as secondary skills as every human

being are not compelled to learn them to conduct their life. As the present study is related to the comprehensive ability (i.e. reading comprehensive) of the students in newspaper advertisement, the details of reading are discussed in following sections:

### **2.1.3 Reading as a Skill**

Reading is not an act of verbalizing the discourse rather it is a way of improving language skill as well as understanding what is expressed in a discourse via language. So, reading opens the gate of knowledge. In this regard, it is the skill of total understanding of a message in a text. This means, the message is not merely lying on the text waiting to be passively observed. But the reader has to be actively involved in the process to get the meaning. In the words of Tinker and Mc Cullough (1992 p. 13), "Reading involves the recognition of printed or written symbols and comprehending the message" which serve as the stimuli for the recall of meaning built up through past experiences. Doff (2002, p. 4) has given more comprehensive definition of its. He opines, "Reading involves looking at sentences and words, recognizing them and understanding them. It is a process of making sense of written language."

The above definitions clarify that reading as a skill than that of the simply verbalization process. In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this: first, many foreign language students often have reading as one of their most important goals. Second, the learners 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. Third, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written text can be enhancing the process of language acquisition. Good reading also provides good models for

writing and provide more opportunity to introduce new topics, to stimulate discussion, and to study language aspects. Reading, then, is a skill which is highly valued by students and teachers alike.

#### **2.1.4 Reading Comprehension**

As it is already discussed, reading is an act of improving language proficiency of the learners and it is a web of skills required for developing ability to the learners. Reading activities are designed to enable students to develop specific receptive skills such as reading for gist, reading for specific information, reading for detailed comprehension or reading for inference and attitude. All these activities are related to comprehension.

Teaching of reading must be comprehensive to the learners. In those comprehension tasks, students are often asked to do the tasks based on responding to what someone has asked to find out, to be engaging in a text and bring their own feelings and knowledge to the task or to allow them to create their own comprehension tasks (Harmer, 2008, p. 288). As a comprehension activity, reading involves a variety of skills. Following Munby (1978 as cited in Sharma and Phyak 2007, p. 232), a comprehensive reading includes given skills:

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning
- Understanding the communicative value of sentences or text
- Understanding relations with the sentences.
- Understanding relation between parts of a text through grammatical cohesion devices

- Interoperating text by going outside it
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize
- Selecting extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display
- Answering the comprehension question

A part from the above-mentioned skills, the learners have to draw the gist of the text, make a list of the information, answer the questions, summarize the text in one third, and review the text critically and so on. In order to do so, readers have to be active involved in reading. Highlighting the need of active involvements of a reader, Grellet (1981, p.8) says that reading is an active skill. It is because, it constantly involves guessing. Prediction, checking and asking oneself questions.

In a compressive reading, the readers have to consider the fact that reading brings some more than that of their expectations. Gephart (1970, as cited in stagier 1973, p.15) states:

Reading is a term used to refer to an interaction by which meaning is encoded in visual –stimuli through which an author creates meaning in the mind of the reader. The interaction always includes three facts: a) material to be read b) knowledge possessed by the reader and c) psychological and intellectual

activities. The variability apparent when interaction is viewed at different points in time as a result of the variability possessed each of the several facets.

From the comment cited above, it becomes clear that comprehensive reading is not only the construction of meaning from the text but it is also a form of thinking, problem solving or reasoning. Such task involves analyzing and discriminating. Judging, evaluating and synthesizing and so on. It means, comprehension is the series of action, plan and effort made by the learners to achieve the expected outcomes. Any comprehensive reading includes the activities as:

- Reading aloud
- Rapid reading
- Silent reading
- Scanning
- Intensive reading
- Extensive reading

These activities can also be the types of reading as well.

### **2.1.5 Phases of Comprehension in Reading**

Readers have to go through various phases of comprehension for the proper understanding of the text. Readers cannot get the detailed understanding of the text based on the superficial reading of the text. They need to read the text from different angles for the comprehension of detailed information different scholars have mentioned different phases of comprehension while reading any piece of reading texts. Following Tickoo (2009, pp 44-45), creative reading act involves four hierarchical phases. They are described as follows:

- Descriptive phase: In this phase, the reader's focus is on the information contained in the text. The questions asked her encompass what

happened, when and how and also who did it or even why. Most such answered can be found in the text and arriving at these answer represents the surface level of comprehension where reading is largely an act of receiving

- Personal interpretative phase: In this phase, readers relate the information in the text to their own experiences and feelings. The questions asked here include. Have I seen or felt or experienced something similar ?, How did I feel on reading it ?’, Did I like or late or love reading it ?, and so on.
- Critical analysis phase: In this phase, readers relate the text to broader social issues and may draw conclusions asked at this stage may include ‘ Is it valid ?, ‘ Does it benefit some or all or a few people ?,’ etc. The main focus of this activity is to involve pupils in higher-order thinking processes to deepen their comprehension of events and to explore their larger social implications.
- Creative actions phase: In this phase, readers try to translate the result of the first three phases into concrete action. They do so to improve their lives or the lives of others who may benefit from such action.

### **2.1.6 Encouraging Students to Read**

Encouragement is the prime factor in reading. Unless the students are motivated and encouraged towards reading, they cannot be proficient in reading. Students develop their reading skills by reading different sorts of authentic texts. Therefore, students need to be engaged in reading all the time. The teachers need to provide students with suitable reading environment. Harmer (2008, pp.109-110) gives the following ways of encouraging students to read extensively.

- By providing libraries to the students.
- By providing choice on reading materials and tasks.

- By giving the students opportunities to give feedback.
- By providing time for reading.

Not all students become active readers. While some are highly motivated and consume books avidly – others don't have the same appetite. We cannot force students to read, of course, but we should do everything we can to encourage them to do so.

### **2.1.7 Reading as both Receptive and Productive Skills**

Reading is deemed both receptive and productive skills. Generally speaking, reading is one of the receptive skills, for we receive information after we read a text. Readers get information reading the given texts. Writers have born a great pain in producing the text for the reader and the reader has just to go through the text and get everything found there. Harmer (2001, p. 199) asserts that receptive skills are the ways in which people extract meaning from the discourse they see or hear. We usually read in order to obtain information which is found in written form. Reading as a receptive skill can be viewed as a combination of different skills which are as follows:

- Predictive skills
- Extracting specific information
- Getting the general picture
- Extracting detailed information
- Recognizing functions and discourse patterns
- Deducing meaning from context

Reading, on the other hand, can also be review as the productive skill.

Although traditionally reading skill has been viewed as the passive receptive skill, nowadays it has been widely taken as both productive and active skills. It is more than just getting information. Readers do not just read passively but



they strive to grasp the intended and exact meaning from the text. Furthermore, readers make inference and verify hypotheses while proceeding through the text based on reading text. For instance, as we read any piece of text, we may hypothesise what the writer intends to convey to the readers. Reading texts trigger activities in readers mind and they do something based on the text. Reading as a productive skill subsumes the following:

- Reading a map and following the direction.
- Reading a letter and writing reply to it.
- Reading an instruction manual and operating a machine.
- Reading a recipe and preparing a cake.
- Reading a passage and writing a summary.

### **2.1.8 Reading Skills**

Reading is not a single skill. It has several specific component skills such as recognizing the letters by the alphabet, reading groups of letters as words, understanding meaning of punctuation, making inferences, reading longer texts, skimming for gist, reading for details, scanning for specific information, making notes, summarizing, and so forth.

Different scholars have given different types of reading skills. Brown (1994, as cited in Tickoo, 2009, pp. 30-31) lists 14 micro skills that mature readers of English use.

- Recourse the distinctive graphemes and orthographic patterns of English;
- Retain chunks of Language of different lengths in short-term memory;
- Read what is written at an efficient rate of speed.
- Recognize a core of words, and derive meaning from word-order patterns;

- Recognize grammatical word classes (nouns, verbs, etc)
- Recognize cohesive devices in written discourse.
- Work out context that is not explicit by using background knowledge;
- Work out links and connections between events, ideas, etc. described.
- Distinguish between literal and implied meaning;
- Detect culturally specific information and understand it by placing it in a context of the appropriate cultural schemata;
- Develop and use a wide range of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, etc.

Harmer (2008, p.100) has talked of skimming, scanning and reading for detailed comprehensions as the skills of reading. For Munby (1978, p.37 as cited in MS Saud, 2010, ELT Theories in Method), reading involves the following skills.

- Recognizing the script of Language.
- Understanding the conceptual meaning.
- Understanding explicit and implied meaning.
- Deducing the meaning of unfamiliar lexical items.
- Understanding the communicative value of sentences and utterances.
- Interpreting the text by going outside.
- Extracting points selectively for summary.
- Skimming the text to see what it is about
- Predicting what will come next.

In this way, reading involves different skills. Students need to develop and/or have these skills to be proficient in reading. Unless the readers get mastery over those skills, they cannot get the intended meaning of the reading texts.

### **2.1.9 Technique of Teaching Reading**

The term technique is used to refer to the activities which are used in the classrooms in order to achieve the learning goals. In other words, techniques are such activities which are applied inside the class while teaching or presenting the lesson. In order to teach any text or discusses to the student, a teacher may involve the min various activities to make his or her teaching meaningful and effective. Techniques of reading includes all those activities that involve the learners in pre, while and post phase of reading. The techniques are guided by a method. It also includes the strategies which teacher and learns employ in teaching and learning reading skill in the class rooms. Which techniques are to be selected and used depends upon the choice of a teaching method. Some of the techniques used in reading include drill, simulation, role, play, dramatization, group work, pair work and soon.

To be specific an innovative teacher can use various tricks and involve thelearners in a variety of activities as the techniques to teach them. Richards and Rodgers (2010) state that as a technique refers to a particular task, stratagem or a contrivance used to accomplish an immediate objective; a good teacher should be able to provide the tasks in reading a text as his/ her techniques. Duff (2002) provides a list of reading activities in the form of techniques to be used in the class room which are as follows:

- Asking students for guessing the topic and content through headlines, illustrations, pictures, etc.
- Presenting some new words which will appear in the text
- Giving a brief introduction to the text
- Brainstorming about the content
- Giving one or two guiding or sign post questions
- Giving illustrations from different ways

- Scanning the passage to indicate some specific meaning
- Answering the questions asked to do
- Finding synonymous and opposite words
- Model reading by the teacher
- Summarizing the text, orally or in written form
- Role-playing or improvising the scenes of the text
- Students carrying out a project work based on the text

A part from the above activities and task, a teacher can use elicitation, picture description, group and pair work, reading games, reading songs and rhymes, rhythmic reading, role play and project work techniques for teaching reading.

#### **2.1.10 Materials for Reading**

Materials are the aids or supporting devices to facilitate better achievement in language learning. While involving the learners in reading comprehension, a wide array of materials can be used in the form of teaching learning materials. The types of materials to be used for reading activity largely depend on the level of the students and purpose for which they are reading. Often a distinction is made between authentic and non-authentic texts. Any text is authentic if it was produced in response to real life communicative needs. A non-authentic text is produced for the classroom purpose only. It obviously lacks the features of natural communication.

Richards and Renadaya (2002, p. 147) state, "Authentic materials arguably are more effective and useful for reading purpose. Examples of authentic texts include newspaper reports, articles from periodicals, message of condolence or advertisements". However, we have to select these materials which suit to the level of learners. This is because such materials on the whole are more effective at earlier stages of learning; indeed, the use of authentic text with less proficient learners is often frustrating and counter-productive. However,

ultimately, we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language.

Grellet (1981, as cited in Sharma and Phyak 2010, p, 254) lists the main text type materials for reading comprehension which are as follow:

- Novels, shorts stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes biographies)
- Plays
- Poems. limericks, nursery rhymes
- Letters, post cards, telegrams, notes
- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified, etc.
- Specialized articles reports, review, essays business letters, summaries, preys accounts, pamphlets(political and other)
- Handbooks, textbook, guidebooks
- Recipes
- Advertisements, travel brochures catalogue
- Puzzles, problems, rules for games
- Instruction, direction, notices rules and regulations, posters, signs forms graffiti, menus etc.
- Comic strips, cartoons and caricatures legends
- Statistics directories flow/ pie charts, timetables, maps
- Telephone directories, dictionaries, phrase books

Thus, different types of reading make use of different type's activities and exercise

### **2.1.11 Reading Skill in Secondary English Curriculum**

The present English curriculum of secondary level is based on the communicative approach to language teaching. It has incorporated four language skills and language functions as its contents. Reading skill is also focused in the curriculum. In the examination, 40% of the total marks is allocated to reading skill. For the development of reading skill in the students, there is the provision of reading lesson in each unit of the textbook. There are several reading text in each unit. The curriculum has mentioned the following objective of teaching reading.

- Reading short texts intensively for detailed understanding.
- Read longer texts extensively for general understanding.
- Show understanding of the underlying theme and ideas of texts.
- Show understanding of an argument.
- Retrieve specific information from text.
- Identify the structure and the organization of paragraphs by developing an awareness of connectives.
- Anticipate the likely continuation of the interrupted texts.
- Appreciate literary text of an appropriate level.
- Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- Use an authentic English dictionary effectively.
- Interpret information presented in diagrammatic forms ( pie chart, graph chart, table etc.)

### **2.1.12 Newspaper Advertisement**

Newspaper advertisement is one of the important reading materials to the student. Simple it is a notice of vacancy announcement or an announcement of

good and services of institution or commercial product. Newspaper advertisement is included in the reading activities, in order to develop the comprehension to the students. They provide variety of information and wide range of vocabulary. Thus, newspaper advertisements are supposed to be very influential in reading comprehension. Though it consists relatively short piece of information, it enhances word meaning, word use, vocabulary knowledge, critical thinking and comprehensive skills to the reading activity in the examination system. Generally, it is asked for fifteen full marks and it regains the answer of comprehensive gusting, multiple choice items. Sentence completion, true false items and finding closest and opposite meaning of the vocabulary. One of the model texts of newspaper advertisement is given below:

As part of comprehensive activities, students have to find specified advertisement, comparing values, making ward sets. Checking dates, comparing details and even writing similar kind of advertisement. Learns become motivated by reading those kinds of reading text, they feel pleasure and actively involve to find out the answer of given question from the advertisement is given below:

A newly established secondary school with the motto of quality education is in need of energetic, enthusiastic and self-motivated teacher.

Post: Secondary level Teacher (1)

Qualification: M. A/M.Ed in English

Experience: at least 5 years

Age: 25-35

Salary benefits: As per the school rule.

Qualified and interested individuals can send their application in the following address with a copy of their academic qualification, C.V. and a recent passport size photograph by 13<sup>th</sup> July 2011.

Samrat Secondary School,  
Charikot, Dolakha, Nepal

## **2.2 Review of the Empirical Literature**

A number of studies have been carried out a research on the topic like the strategies for reading comprehensions, teacher, strategies for teaching reading, and effectiveness of newspaper advertisement in reading, effectiveness of newspaper advertisement in reading, techniques used by teachers in teaching reading and so on. However, no particular study has yet been carried out on comprehension ability of the students in newspaper advertisement. So, it will be a unique study in the field of English language teaching. I have reviewed some related studies throughout this work, the review of which is presented in following way.

Shrestha (2009) carried out a research on "Reading comprehension in English language of the students of grade 8". The objectives of the study were to identify the reading comprehension ability of the 8 graders and to identify the problems affecting the reading comprehension ability. In order to collect the data, the researcher used questionnaire as the tool. The sample population consisted 40 students of grade 8 following random sampling procedure. The area of the study was Kathmandu valley. Two schools of Kathmandu valley and 20 students from each of the school were selected. From the study, it was found that the students had better performance on seen passage than on unseen passage. Similarly, untrained teacher, overcrowded classes, lack of authentic and additional reading materials and lack of exposure for reading were found as the major factors affecting in students reading comprehension.

Khadka (2011) carried out a research on "Effectiveness of newspaper advertisement in developing reading comprehension to the students". The major objective of the study was to find out the effectiveness of using



newspaper advertisement to the development of using newspaper advertisement to the development of students' comprehension ability reading. Both pre-test and posttest item were used as the reading. Both pre-test and posttest item were used as the research tool for data collection. 25 student of grade ten of Shree Nil Barahi School was selected purposively for the experiment. The researcher divided the student in control and experimental group and intervened the experimental group by using newspaper advertisement. The findings of the study showed that the experimental group performed well in reading test than the control group. The score of their increased by 7% than the pretest. Students were able to finding out the meaning and answering the comprehensive questions. It shows that using newspaper advertisement in reading is a way of expending students' comprehension ability.

Bhatta (2013) carried out a research on "Reading comprehension ability of the 12th graders studying at lotus higher secondary school Kanchanpur". The main objective of the study was to find out the reading comprehension ability of the students studying at lotus higher secondary school. The students were evaluated their comprehension on skimming, scanning, inferring and guessing ability. Thirty student of grade twelve were selected randomly. Test items were used as the tool for data collection, the researcher, taught for three weeks and later the test was taken the result of the study showed that the overall reading proficiency of the students was 60.48% which was their average performance. Among five skill of the evaluation, the students obtained the highest mark in inferring activity and lowest mark in guessing meaning.

Luitel (2013) carried out a research on "Technique used by the Teachers in Teaching Reading for Comprehension". The objectives of the study were to find out the techniques in teaching reading for comprehension and to identify the problems in using those techniques. The researcher carried out the survey of the techniques used by 40 lower secondary teachers of Palpa district. The

sample of the study was selected through purposive none and random sampling procedure. Both open and close ended questions were asked to elicit the required information for the study. The findings of the study states that the teachers were found to use question answer, pair and group work, reading competition, loud and silent reading, rhythmic reading and inferring techniques mostly in their teaching of reading text. The problem in using those techniques were found as large classroom size, low participation and passive involvement of students in activities, lack of authentic and non-authentic materials in reading.

Bhandari (2014) studied on Reading Comprehension on poetry and prose of B. Ed students. The study aimed to compare the proficiency of the students in reading English prose and poetic texts and to identify the main causes of difficulty to understand poetry and prose. Test items and questionnaire were used as the tools or data collection. The sample consisted of 40 students of B. Ed first year majoring in English. He selected four colleges and ten students from each of the colleges of Kathmandu valley following quota sampling procedure. He found that the students had better comprehensive ability in prosaic texts than in the poetic text. Another finding of the study was sentence structures and vocabularies were more difficult in poetry than in the prose.

Upadhyaya (2015) carried out a research on "Materials used in teaching reading texts to the students". The study aimed at finding out the materials used by the teachers in teaching reading and identifying the learners' preferable materials in reading. The researcher selected ten secondary level teachers of Lamjung district as the sample in this study. Sample population was selected purposively. Questionnaire and observation checklist were used at the tools of data collection and 20 classes of teaching reading were observed. After the analysis and interpretation of collected data, the study concluded that newspaper advertisements, news stories, pictures, flash cards, cutout, texts

were used by the teachers as teaching materials and learner preferred pictures and cut outs in their reading.

Though the above studies were related teaching reading and reading comprehension, no research is conducted on comprehension ability of grade ix students. This study will be different from other studies in its aims, methodology and findings. So, I would like to claim that this research will be of the first type in the department.

### **2.3 Implications of the Review for the Study**

The review of theoretical literature provided me with a theoretical background and broadened my knowledge base in research area. I have reviewed existing literature like thesis, books and articles and read them critically. The review made me informed about the key concepts of reading comprehension. It also helped me to enhance and consolidate my knowledge and helped me to integrate my study with the existing body of knowledge. In fact, it helped me to establish the theoretical roots of my study clarify my ideas and develop my methodology.

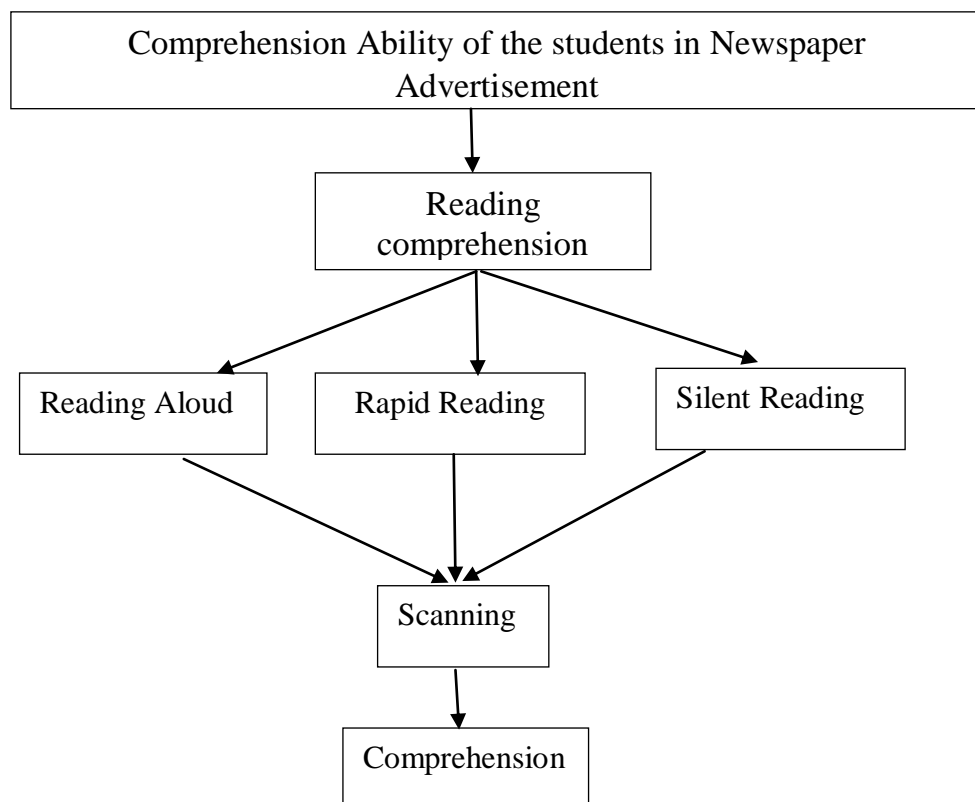
Specially, I have reviewed 5 different studies. These studies were conducted on reading comprehension and techniques of reading primarily. These studies are to some extent, related to my study. After reviewing these works, I got lots of ideas to succeed this study. After the review, I got information about how to conduct survey on comprehension ability. The test items and questionnaire used in those studies facilitated me to prepare the tools. Similarly, the sample and sampling procedure of those reviewed helped to frame the sample and sampling strategy of this study.

To be specific, the study of Shrestha (2009) helped me to identify the problems affecting the reading comprehension ability. Khadka (2011) carried out a research on "Effectiveness of newspaper advertisement in developing reading

in comprehension to the students". Bhatta (2013) carried out a research on "Reading comprehension ability of the 12th graders studying at lotus higher secondary school Kanchanpur". Luitel (2013) carried out a research on "Technique used by the Teachers in Teaching Reading for Comprehension". Similarly, the study of Bhandari (2014) provided me the difficult areas of reading comprehension and Upadhayaya (2015) carried out a research on "Materials used in teaching reading texts to the students". Thus, the theory and researches reviewed above are relevant to the present study.

## 2.4 Conceptual Framework

A conceptual framework is the representation of theories by researchers and their own conceptualization of the relationship between different variables. After the intensive study of number of theories and researches, I come up with a conceptual framework to move this study ahead which is presented diagrammatically as follows:



## **CHAPTER- THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection were as follows:

#### **3.1 Design and Method of the Study**

The design of this study was survey research design. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above explanation, we can say that survey research is carried out to illuminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers

collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and tried to get factual information, the use of survey research design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researcher had to follow the systematic process.

### **1) Define the objectives**

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

### **2) Decide the kind of survey required e.g. longitudinal, crosssectional, trend study Cohort study**

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal cross sectional, cohort, trend, study

### **3) Formulate research questions or hypotheses (if appropriate) the null hypothesis and alternative hypothesis.**

This is the third stage in survey research. In this phase researcher prepare research questions more than this if s/he feels required then formulates hypothesis.

#### **4) Decide the issues on which to focus**

Within the area there might be numerous issues. We cannot conduct research on all issues / areas at the same time. Therefore, we have to decide the single issues on which we are interested to conduct research.

#### **5) Decide the information that is needed to address the issues**

After deciding the issue we have to decide whether we have sufficient data / information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

#### **6) Decide the sampling required**

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population i.e. random sampling, non-random sampling, or mixed sampling.

#### **7) Decide the instrumentation and the metrics required**

Here, in this phase, we as a researcher have to decide instruments and metrics that will be required to conduct the research.

#### **8) Generate the data collection instruments**

In this phase, we have to generate instruments required for data collection e.g. questionnaire, opinionnaire form, test items and so on.

#### **9) Decide how the data will be collected (e.g. postal, survey, interviews)**

After preparing the tools for data collection we have to decide the process the process / ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

#### **10) Pilot the instruments and refine them**

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does and what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

#### **11) Train the interviewers (if appropriate)**

If the researcher is going to use interview of a tools of data he need to be trained. Otherwise, actual data may not be observed.

#### **12) Collect the data**

After doing these all aforementioned points researcher collects the various research tools as his/her plan.

#### **13) Analyze the data**

Raw data themselves may not give any sense / information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean-mode median and so on.

#### **14) Report the Results**

Finally, after analyzing the data we have to prepare the report of our research.

### **3.2 Population, Sample and Sampling Strategies**

The population of the study was 30 secondary level students who were studying in three different secondary schools of Dang district. The secondary level students (Grade IX) were my study population. I used purposive sampling procedure to select the schools. I selected 30 students from Dang district through purposive non random sampling procedure. The total sample size



consisted of 30 secondary level students (grade IX ) and ten students from each selected school.

### **3.3 Area/Field of Study**

The area of this study was Dang district and the field of it was concerned to find out the reading comprehension ability in newspaper advertisement in grade IX students of grade IX students and to compare the reading comprehension ability in newspaper advertisement of the students in terms of gender.

### **3.4 Data Collection Tools and Techniques**

Test items were used as the tools for data collection in this study. The questions in test items include reading newspaper advertisement of grade IX students

### **3.5 Data Collection Procedure**

The researcher collected data using the following procedure.

- (a) First of all, I went to the selected schools with an official letter from the Department.
- (b) I got permission from the authority to consult the English language teachers.
- (c) I built rapport with the concerned teachers and explained them about the purpose of my study.
- (d) I provided them with questionnaires to fill them up and asked to participate in interview.
- (e) Then, I collected required information with the help of test items and thanked them for providing information.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were analyzed in a narrative way with description presenting in different tables.

## **CHAPTER- FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a test items. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from thirty secondary level students who were studying in three different schools of Dang district. The test items also contained a list of the possible comprehension ability about test items.

This study was carried out to find out the reading comprehension ability in newspaper advertisement of grade IX students and to compare reading comprehension ability in newspaper advertisement of the students in terms of gender. For this purpose the collected data were analyzed and interpreted under the following main headings:

#### **4.1 Reading Comprehension Ability of Students in Job Application**

For the purpose of finding out the student's reading comprehension ability in job application advertisement, a test was taken from the reading texts taught in the classroom. Student's answers were marked after the administration of the test. The full mark of the test was ten. Students and the marks obtained by them are shown in the table 1.

**Table 1**  
**Marks Obtained in Job Application**

S.N.	Name	MOJA (out of 10)	%	Rem
1.	Ashmita Chaundary	6.5	65	
2.	Samina Rai	6.5	65	
3.	Dipendra Basnet	4	40	
4.	Asbin Paudel	3.5	35	

5.	Subarna Thapa Magar	6	60	
6.	Pratima Chaudhary	6.5	65	
7.	Atma Ram Bhujel	5	50	
8.	Bishal Sewa	5	50	
9.	Sabina Thapa	6.5	65	
10.	Sangita Chaudhary	4	40	
11.	Anisha Shrestha	4.5	45	
12.	Urmila Malla	4	40	
13.	Abishek Shrestha	3	30	
14.	Amir Paudel	4.5	45	
15.	Sunil Pulami	4.5	45	
16.	Roshani Khadka	6	60	
17.	Anisha Thapa	8	80	
18.	Biki Upadhyay	3	30	
19.	Sujan Limbu	4.5	45	
20.	Dinesh Khanal	5.5	55	
21.	Bipin Gaire	3.5	35	
22.	Gautam Banjade	6	60	
23.	Bibek K.C.	6.5	65	
24.	Ujjwal Chapagain	4.5	45	
25.	Bibek Khanal	6.5	65	
26.	Jasmina Giri	7	70	
27.	Susanta Bankatti	2	20	
28.	Melina Thapa	8	80	
29.	Dikshya Sharma	5.5	55	
30.	Sajana Poudel	8	80	
	Average	5.25	52.5	

Note: Marks obtained in job application.

The marks obtained by 30 students have been shown in the aforementioned table. Similarly, the marks obtained by them were converted into percentage.

After that the average percentage was calculated. On average, students got 5.25 out of 10. Based on the data, students got 52.5% in the reading text taught in the classroom.

## **4.2 Comprehension Ability of Students in Wanted Advertisement and Vacancy Announcement**

In order to find out the student's reading comprehension ability in the wanted advertisement and vacancy announcement, a test was administered on them. Two authentic reading texts were extracted from literary collections for the purpose of conducting the test. Students and marks obtained by them in both of the wanted advertisement and vacancy announcement have been presented in the Table 2.

**Table 2**

### **Marks Obtained in Wanted Advertisement and Vacancy Announcement**

S.N.	Name	MOA-I (out of 10)	%	MOVA-II (out of 10)	%	Rem.
1.	Ashmita Chaundary	5	50	2	20	
2.	Samina Rai	5	50	3	30	
3.	Dipendra Basnet	4	40	1.5	15	
4.	Asbin Paudel	5	50	3	30	
5.	Subarna Thapa Magar	5	50	2	20	
6.	Pratima Chaudhary	5	50	2	20	
7.	Atma Ram Bhujel	5	50	4	40	
8.	Bishal Sewa	6	50	2	20	
9.	Sabina Thapa	4	40	1	10	
10.	Sangita Chaudhary	5.5	55	3.5	35	
11.	Anisha Shrestha	6	60	2	20	
12.	Urmila Malla	4.5	45	7	70	
13.	Abishek Shrestha	5	50	6	60	

14.	Amir Paudel	4.5	45	7	70	
15.	Sunil Pulami	5.5	55	6	60	
16.	Roshani Khadka	4.5	45	6	60	
17.	Anisha Thapa	4.5	45	6	60	
18.	Biki Upadhyay	5.5	55	3	30	
19.	Sujan Limbu	5	50	0	0	
20.	Dinesh Khanal	4.5	45	5.5	55	
21.	Bipin Gaire	5.5	55	2	20	
22.	Gautam Banjade	4.5	45	2	20	
23.	Bibek K.C.	7	70	4	40	
24.	Ujjwal Chapagain	4.5	45	4	40	
25.	Bibek Khanal	6.5	65	4	40	
26.	Jasmina Giri	5	50	4	40	
27.	Susanta Bankatti	5.5	55	0	0	
28.	Melina Thapa	6	60	7	70	
29.	Dikshya Sharma	5.5	55	6.5	65	
30.	Sajana Poudel	6	60	6	60	
	Average	5.1	51	3.73	37.33	

Note: Marks obtained in wanted and vacancy announcement advertisement

The two advertisement were used in order to find out the student's reading comprehension ability. Both of the reading texts were of 10 full marks each. Their marks were first of all converted into percentage, and then the average percentage were calculated. On average, student's got 5.1 (51 %) out of 10 in the first advertisement, they got 3.73 (37.33 %) out of 10 in the second advertisement. As a whole, student's reading comprehension ability in the unseen texts was 4.42 (44.2 %).

### 4.3 Reading Comprehension Ability of Students in terms of Gender in Newspaper Advertisement

Three schools were selected for the purpose of research. Similarly, ten students (five boys and five girls) were selected from each school. Student's reading comprehension ability was also analysed on the basis of the variable, i.e. gender. The average marks obtained by both the boys and girls have been presented in the table 3.

**Table 3**  
**Genderwise Marks**

Gender	Name	Marks Obtained			Rem.
		JA	WA-I	VAA-II	
BOYS	Dipendra Basnet	4	4	1.5	
	Asbin Paudel	3.5	5	3	
	Subarna Thapa Magar	6	5	2	
	Atma Ram Bhujel	5	5	4	
	Bishal Sewa	5	6	2	
	Abishek Shrestha	3	5	6	
	Amir Paudel	4.5	4.5	7	
	Sunil Pulami	4.5	5.5	6	
	Sujan Limbu	4.5	5	0	
	Dinesh Khanal	5.5	4.5	5.5	
	Bipin Gaire	3.5	5.5	2	
	Gautam Banjade	6	4.5	2	
	Bibek K.C.	6.5	7	4	
	Ujjwal Chapagain	4.5	4.5	4	
	Bibek Khanal	6	6.5	4	
	Average	4.8	5.17	3.5	

<b>GIRLS</b>	Ashmita Chaundary	6.5	5	2	
	Samina Rai	6.5	5	3	
	Pratima Chaudhary	6.5	5	2	
	Sabina Thapa	6.5	4	1	
	Sangita Chaudhary	4	5.5	3.5	
	Anisha Shrestha	4.5	6	2	
	Urmila Malla	4	4.5	7	
	Roshani Khadka	6	4.5	6	
	Anisha Thapa	8	4.5	6	
	Biki Upadhyay	3	5.5	3	
	Jasmina Giri	7	5	4	
	Susanta Bankatti	2	5.5	0	
	Melina Thapa	8	6	7	
	Dikshya Sharma	5.5	5.5	6.5	
	Sajana Poudel	8	6	6	
	Average	5.73	5.17	3.93	

Note: JA- Job application, WA = Wanted advertisement, VAA = Vacancy announce advertisement

As displayed in table 3, boys obtained 4.8 out of 10 in job application, 5.17 out of 10 in wanted, and 3.5 out of 10 in vacancy announcement. Similarly, girls obtained 5.73 out of 10 in job application, 5.17 in wanted, and 3.93 out of 10 in vacancy announcement. That is to say, boys obtained 4.8 out of 10 in job application and 4.34 out of 10 in vacancy announcement and wanted; girls obtained 5.73 out of 10 in job application and 4.55 out of 10 in vacancy announcement and wanted. On average, boys got 4.49 (i.e. 44.9%) out of ten in the reading comprehension, whereas girls got 4.94 (i.e. 49.4%) out of ten in the reading comprehension. As a whole, girls had better reading comprehension ability than boys.

#### **4.4 Student's Attitude towards Reading Comprehension Ability in Newspaper Advertisement**

In order to find out the student's attitude towards reading comprehension ability in newspaper advertisement, some questions were asked to the students in the interview. Based on the data obtained from the interview, students were found to have positive attitude towards reading texts. However, they were found to be interested in literary comprehension ability in newspaper advertisement (i.e. story). Most of the students were found to be interested in the reading comprehension ability in newspaper advertisement. Some students were found to practice the reading texts in their daily classes. In accordance with the students, their teachers encouraged them to read the reading comprehension ability in newspaper advertisement on their own. Furthermore, the teachers were found helping their pupils to go through the reading texts. Students were found reading texts to find out the particular piece of information, not for the summary. In this way, scanning was found being used in the classroom. Similarly, students were found preferring the seen reading texts, for they were easy to solve. However, students were found facing a lot of problems in solving the comprehension ability in newspaper advertisement.

#### **4.5 Summary of Findings**

The main aim of the study was to find out the reading comprehension ability in newspaper advertisement of grade IX students and to compare the reading comprehension ability in newspaper advertisement of the students in terms of gender. So, I selected 30 students of Dang district. Different test items were asked related to their comprehension ability in newspaper advertisement. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

- The reading comprehension ability of the students in newspaper advertisement (job application) was found to be 5.25 (i.e.52.5 %).



- The reading comprehension ability of the students in newspaper advertisement (wanted and vacancy announcement) was found to be 4.42 (i.e. 44.2 %).
- Most of the students were found enjoying the reading comprehension newspaper advertisement.
- Most of the teachers were not found teaching the reading comprehension newspaper advertisement texts as they should have been taught to their students.
- Most of the teachers were found teaching reading comprehension newspaper advertisement texts using translation method since the result depicts the fact.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The present research work entitled "Comprehension ability of grade IX students in newspaper advertisement" is an attempt to find out the reading comprehension ability in newspaper advertisement of grade IX students and to compare the reading comprehension ability in newspaper advertisement of the students in terms of gender. The researcher selected 30 secondary level students (grade IX) from three different schools of Dang district through purposive sampling procedure. The test items were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of the data, it was found that reading comprehension ability of the students in newspaper advertisement (job application) was found to be 52.5%, and that of wanted and vacancy announcement was merely 44.2%. Similarly, the reading comprehension ability of the girls in newspaper advertisement was 49.4%, and that of boys was 44.9%. In this way, the girls of community schools were found better than boys in terms of reading comprehension ability in newspaper advertisement. On average, the reading comprehension ability of the students in newspaper advertisement was 48.35%. Based on the data obtained from the post-test discussion, the majority of the students were found being interested in the reading comprehension in newspaper advertisement. Thus, their reading ability in newspaper advertisement was found to be an average.

## **5.2 Recommendations**

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

### **5.2.1 Policy Related**

Policy is a plan of action agreed or chosen by a certain organization, business, state and so on. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country. This study has great recommendations at the policy level. Some of the implications are mentioned below:

- The government should plan to develop reading comprehension ability in newspaper advertisement and to formulate special policies for the effective implementation of the curriculum.
- The newspaper advertisement to be included in the text book should contextually and culturally relevant to the context of learners.
- CDC and course designers of education to include moral and intellectual lesson giving types of newspaper advertisement.

### **5.2.2 Practical Related**

Reading comprehension itself is a receptive skill of language. Without reading, students cannot get the knowledge. Therefore, students should have good reading comprehension ability. The result of the study showed that students did not have good reading comprehension ability though this is must for them. The study has also several recommendations at the practical level. Some of the implications at practice level are given below:

- Reading comprehension should be taught properly in the classroom.
- Teachers should teach reading comprehension taking into account the student's age, level, background, achievement and so on.

- Students should be provided with great exposure to the authentic reading texts.
- Students should be encouraged to skim and scan the reading texts.
- The learners should be given comprehensive input, exposure and high motivation in their classroom intervention.
- Teachers should apply all the knowledge, skills and techniques that they have received from the training.

### **5.3.3 Further Research Related**

Nothing can be absolutely perfect in this universe. This study could not cover all the areas of the study. It had some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations are presented below:

- This study can work as a ladder by stepping on which other researcher can achieve their goals.
- This study will be very useful to other researchers who want to study the reading comprehension ability of the students of higher level.
- This study can be very useful to the teachers and others who want to increase the reading comprehension ability in newspaper advertisement of the students.
- This study can be extremely supportive for those who want to find out the impact of reading comprehension ability in newspaper advertisement on the achievement test.
- This study can also be beneficial for all who want to study in the related field and subject matter.

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**Appendix – I**  
**Questionnaire for teachers.**

Dear Sir/Madam

This questionnaire are research tools for getting information for my research entitled '**Comprehension Ability of Grade IX Students in Newspaper Advertisement**' under the supervision of **Mr. Raj Narayan Yadav**, Reader, University Campus, Kirtipur. Your kind co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Thanks for your co-operation.

Researcher  
Bipin Pulami  
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Name:

Name of school:

Roll No:

## Test Items

### 1. Read the following advertisement and do the activities that follow:

A newly established secondary school with the motto of quality education is in need of energetic, enthusiastic and self-motivated teacher.

Post: Secondary level Teacher (1)

Qualification: M. A/M.Ed. in English

Experience: at least 5 years

Age: 25-35

Salary benefits: As per the school rule.

Qualified and interested individuals can send their application in the following address with a copy of their academic qualification, C.V. and a recent passport size photograph by 13<sup>th</sup> July 2011.

Samrat Secondary School

Charikot, Dolakha, Nepal

#### A. Fill in the blanks with suitable words from the above text: $5 \times 1 = 5$

This is an example of an.....for the post of secondary level English Teacher. A person who has passed.....in English can apply. S/He must be..... Salary and benefits will be according to..... All the necessary documents with the application should reach the school by.....

#### B. Find the words from the above text as indicated in bracket: $4 \times 0.5 = 2$

a. Set up (synonyms)                      b. Bio-data (synonyms)

c. Lazy (antonyms)                        d. Primary(antonyms)

#### C. Answer the following questions:                      $3 \times 1 = 3$

a. How long was the school established?

.....



.....  
b. What kind of teacher is needed?  
.....  
.....

c. What are the essential documents to be submitted?  
.....  
.....

**2. Read the text and answer the following questions:**

**Wanted**

A newly established software marketing company is looking for energetic and self motivated employees for marketing their new product. It is a challenging job but has a lot of opportunities and return. Selected candidates will be trained on various marketing skills in Kathmandu and have opportunity to go further training in West London College, England.

Post: Marketing Executive

Minimum Qualification: Commerce graduate

Essential Qualities: Knowledge of Accountancy and various accounting computer software. Interested candidates may send their application along with CV to Mercantile Office System Post Box 757, Kathmandu before 10<sup>th</sup> March, 2011.

**A. Find the words from the text which are closet in meaning to the following definition: 4×0.5=2**

a. a brief account of somebody's career.  
.....

- b. Offering problems that test somebody's ability.  
.....
- c. a person working in a administration or management in business organization, trade unions etc.  
.....
- d. the amount of profit that you get from something  
.....

**B. Answer the following questions: 5**

- a. Who is the employer?  
.....  
.....
- b. How old is the company?  
.....  
.....
- c. What future perspectives are there?  
.....  
.....
- d. What is the deadline to apply?  
.....  
.....
- e. What are the qualities needed besides academic qualification?  
.....  
.....

**C. Read the text again and rewrite the passage filling the gaps with appropriate words: 6×0.5=3**

This is the example of an.....It is for the post of .....A person whose minimum qualification is.....can apply. The candidates must be.....and selected candidates will be given training on.....in Kathmandu. They will be given further.....in West London College, England.

**3. Read the following text carefully and do the activities that follow. 15**

**Vacancy Announcement**

A leading Private Sector Bank invites applications for the post of Trainee Assistant to be posted outside the Kathmandu valley. The candidates should be young, graduates, below 26, from the discipline of Business/ Commerce/ Economics with minimum 50% marks. The candidates must be fluent in both Nepali and English, written and spoken. S/he must be Nepali citizen and must have working knowledge of computer.

Only short-listed candidates will be called for written test and personal interview.

Interested and deserving candidates may apply with full bio-data, two recent passport sized photos and names of two referees within ten days from the date of this publication.

P.O. Box 6506, Kathmandu, Nepal.

**A. Fill in the blanks with the correct information from the text above.**

**1x4=4**

- i. Interested candidates may apply for the post of Trainee Assistant with bio- data, P/P photos and .....
- ii. Candidates must be .....in both English and Nepali.
- iii. Applicants should have scored at least .....marks in aforementioned disciplines.
- iv. The candidates should be young, graduates and below.....years of age.

**B. Write 'True' for true and 'False' for false statement against each statement.**

**0.5x6=3**

- i. The bank claims that it is a leading bank.
- ii. Posted candidates will work in the Kathmandu Valley.

- iii. The candidate must be a Nepali citizen.
- iv. All the deserving candidates will be called for interview.
- v. Candidates majoring Economics with 50% mark cannot apply.
- vi. Candidates can send applications after ten days from this publication.

**C. Answer the following questions. 3×1=3**

- i. Where will the Trainee Assistant be posted?  
.....  
.....
- ii. State the academic and other qualifications required for the candidates.  
.....  
.....
- iii. Who will be called for the written test and personal interview?  
.....  
.....

*Best of Luck*

**Appendix-II**  
**Questionnaire (for post-test discussion)**

1. Do you like reading texts?  
.....
2. What type of reading texts do you like?  
.....
3. How often do you practice reading texts?  
.....
4. Does your teacher encourage you to read the texts of your textbook?  
.....
5. Can you read the texts on your own?  
.....
6. Does your teacher help you to solve the questions of your reading texts?  
.....
7. Do you practice the reading texts in pair?  
.....
8. Do you read the texts to find out the summary?  
.....
9. Do you read the texts to find out the particular piece of information?  
.....
10. Which texts (seen or unseen) do you prefer to solve?  
.....
11. Does reading help you to improve your English?  
.....
12. How does your teacher teach the reading texts of your textbook?  
.....

### **Appendix-III**

#### **List of Schools**

<b>S.N.</b>	<b>Name</b>	<b>Address</b>
1.	Shree Adarsha Higher Secondary School	Lamahi-5, Dang
2.	Surya Binayak Secondary School	Lamahi-1, Dang
3.	Shree Higher Secondary School	Lamahi-3, Dang