## CHAPTER - ONE

## INTRODUCTION

This is the research study entitled "Reading Comprehension Ability of the Tamang Students". This is the first chapter which consists background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

### 1.1 Background of the Study

Reading is the amalgamation of visual and non-visual experience behaviour or reading is decoding print or deciphering print, or reading is understanding, interpretating or making sense of a given texts. Reading comprehension refers to the students' ability to understand the information given in a text through reading it. Students are frequently asked to read a text and answer the questions based on the text. Sometimes texts seem to be tough hard and out of the students' comprehension ability. In this context students' vocabulary power plays a great role in reading comprehension.

The concept of four language skills viz. listening, speaking, reading and writing was introduced by linguists. 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. 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 foreign 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. Richards and Renandya ( 2002, p. 273, as cited in Yadav, 2009,p. 11) say, 'Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate
discussion, and to study language ( Example: vocabulary, grammar and idioms). Reading, then, is a skill which is highly valued by students and teachers alike.

Reading comprehension ability might be different from students to students but not only that it also depends on ethnic group of people. Nepal is multi ethnic country. Bhramin and Chhetri are good at comprehension ability on the other hand other ethnic group are a little back in comparison to Bhramin and Chhetri specially Tamang. Considering this reality my research study is concentrated on reading skill which has received a special focus in school level.

### 1.2 Statement of the Problem

English is being taught as a foreign language in Nepal. Teaching English means teaching students to be able to read and comprehend the text. Reading comprehension became difficult for Tamang students due to the Tamang language. Carrel and Grabe( 2000) have outlined some language related problem of L2 readers. These include: word recognition, fluency, vocabulary and L1 interference. Apart from these, we may also think of the reading problems related to culture and world knowledge. In this way, two major problems in L 2 reading can be identified:

- Automaticity and word recognition
- Cross culture and world knowledge

Reading skill is a receptive skill through which reader internalizes knowledge from the text. I have been teaching English since 2070 B.S. at secondary level in government aided school. My experience shows that Tamang students are quite slow in reading comprehension. So, I am keenly interested to explore why Tamang students are slow in reading comprehension sector in comparison to other language speakers. There are some statements which are given below.

- Tamang students are slow in reading comprehension ability and heriditically dominant.
- Literary texts (specially; essay) have denotative and connotative meanings but Tamang students cannot understand those texts in appropriate level. The Tamang language is so simple language which does not have multiple meaning of a single word. So Tamang students are not perfect in those texts.

Because of these aforementioned problems, I am keenly interested in carrying out a research on this topic.

### 1.3 Objectives of the Study

The present research study had the following objectives.
i. To find out the level of reading comprehension ability of Tamang students of Dolakha district.
ii. To compare and contrast the proficiency of students in terms of seen and unseen text and gender.
iii. To recommend some pedagogical implications

### 1.4 Research Questions

The following research questions will be addressed by the study
i. What is the level of Tamang students in reading comprehension ability?
ii. Are Tamang students equally able in comprehending seen and unseen text?

### 1.5 Significance of the Study

The research study entitled ' Reading comprehension ability of the Tamang students' helps English Language teachers to teach Tamang students according to their level of comprehension ability. Thus, the current research is basically concentrated on only Tamang students and their comprehension ability. Obviously, Dolakha, Sindhuplachok, Dhading, and Nuwakot districts have dense Tamang population. The teachers who are teaching English Language
subject in these districts will be benefited from this study in the sense that they can apply the recommended implication in their classroom. The major contribution of this research goes to the Tamang students and teachers who teach them. Tamang students' level of comprehension ability will be identified and teachers will treat accordingly in reading skill. The research study can contribute some necessary change in their teaching system for reading skill.

### 1.6 Delimitations of the Study

The scope of the study was limited on the following areas:

- The area of the study was limited at Dudhpokhari, Thulopatal, Gairimudi, Vedpu and Ghang - Sukathokar Village Development Committee (VDC) of Dolakha district where 90 percentage students are Tamang.
- Only Tamang students were selected for this study.
- The sample of the study was 40 Tamang students studying in grade 9 in 5 different schools of Dolakha district.
- Test items were based on School Leaving Certificate (SLC) Specification Grid, i.e. seen and unseen text.
- This study comprised of 8 students from each school (one V.D.C one school) selected from purposive non-random sampling method.


### 1.7 Operational Definitions of the Key Terms

Reading Comprehension: The process by which grade nine Tamang students of Dolakha District understands the meaning of written texts through a variety of test items.

## CHAPTER - TWO REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework for the study.

### 2.1 Review of Theoretical Literature

These sub-title deals with different theoretical perspectives related to the factors that directly or indirectly associated with the study and reviews literature on different topics relating to reading comprehension. This chapter begins as follows:

### 2.1.1 Place of English in Nepal

English, in Nepal, has occupied a dominant role in the field of academic, professional and technological life. An inscription at Hunuman Dhoka, we come to know that English language in Nepal might have been introduced during the regime of the Malla dynasty in the $17^{\text {th }}$ century. 'Pratap Malla, a famous king who had ruled Kantipur during the period 1671-74 knew 14 languages including English. Perhaps he learnt English from missionaries'. According to Paneru (2016) after the unification of the nation under the leadership of king Prithivi Narayan Shah, missionaries were exiled and the waves of English language and culture have been blocked for some years. When Rana came into power, Nepal started friendly regime with British government. 'The then Prime Minister Jung Bahadur Rana opened the first modern school in 1854 named by Durbar High School, which was not only the first school but also the first English Medium School.' (Nepalese Educational history, The Himalayan Times- 7June, 2015). It marked the beginning of institutionalized English based education in Nepal. The rulers at that time did not want to educate the people. Durbar school, only one English Medium School, was established for Rana family. It shows that Rana rulers were highly
positive towards English with that wave of democracy thousands of schools were established in the country and most of the people were educated. The National Education System Plan (NESP) introduced in 1971 as a landmark and hallmark, which basically attempted of nationalizing education. With this plan, the vernacular Nepali language promoted as the medium of instruction from school to the college level. The schools were allowed to choose any one of the United Nations (UN) language as compulsory subject to be taught, so almost all schools opted to offer English language as a UN language for the Lower Secondary and Secondary Levels. Since, English is not spoken natively in the country and learners are studying it as a compulsory subject of instruction, several problems related to its teaching and learning were observed. According to Koirala (an interview on N.T.V-2073-2-24) 'After the 1990s, it was felt that the government needed to make special institutionalized effort for improving the teaching learning situation of English and other language in the country.'

The beginning of English in Nepal has crossed one and half century now. Its importance is growing day by day. Though Janga Bahadur Rana and his brothers tried to please the British Empire, British also spread English language and its culture for colonial purpose in the $18^{\text {th }}$ and $19^{\text {th }}$ centuries. Now there is no more colonization but a powerful agency to erase the colonial gap between 'we', 'the west' and the rest of the world as the 'the others'. English has been globally used and it has become a global language of everyone. The concept of world Englishes has rejected the English language of someone's language. Krachu (1985) divides English Language in to three circles: 'inner circle, outer circle and expanding circle.' British, American, Canadian, Australian, Caribbean, African, South Asian and East Asian are using English massively (as cited in Sharma, 2012, p.79). Nepal is practicing 'South Asian standardized English'. At present, English has become the language of science and technology commerce and business, banking and industry, civil aviation and hotel management, tourism and media, communication and advertisement, diplomacy and internet, education and tourism. It is the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space
open to the process of progress and modernization through the knowledge of English. Keeping away from the treasure of English is almost intended suicidal. We have to learn English, not because of its prestigious value but because of its practical utility, particularly in the face of our own limitations material as well as non material.

Most of the agencies mainly use English as their medium. Most of the young people want to feel the sense of the global village and the part of it. As a result, they are attempting the exam of International English Language Testing System (IELTS) and going abroad for further study. Nepalese students are much attracted towards IELTS. It shows the importance of English language in Nepalese context. To sum up, English is becoming a part of our life in Nepal.

### 2.1.2 Concept of Reading Comprehension

Reading is viewed as a critical process, and then while-reading activities should emphasize activation of ideological and socio-political knowledge of the students so that they can critically read and analyze the text. Thus selecting reading activities for comprehension among a vast variety has been very crucial in foreign/second language teaching. Etymologically the word 'read'(v.) has its origin root in the Latin verb Legere 'to read': which means lector, lecture, legend, and lexicon. In 1610, it was connected to riddle via notion of 'interpret, transference to 'understand the meaning of written symbols (Munby, 1993, p.103).

We mostly read for comprehension of the sense of the text. The comprehension may be concerned with extracting specific information, or getting general picture or gist of the text. There can be other many purposes of reading comprehension. Reader intends to comprehend the whole text but s/he may not be able to understand the text. At that time s/he implies different reading techniques as his/her purpose demands.

In the field of language teaching, reading is considered as passive, secondary, and receptive skill. Reading texts are provided to the students in order to
comprehend and to develop reading skill. To sum up, reading comprehension is defined as; perceiving the information given in written form.

According to Richards and Manion (1999, p. 306), reading means "perceiving a written text in order to understand its content". Sometimes reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. Oxford dictionary ( $8^{\text {th ed) }}$ has defines the verb read as "to look at and understand the meaning of written or printed words or symbols". On the other hand reading is a process in which three activities are involved recognizing graphic symbols, vocalizing the symbols and getting the message of the printed texts.

Comprehension denotes the mental process by which listener/reader take in the sounds/words produced by a speaker/writer and use them to construct an interpretation of what they think the speaker/writer intended to convey. Reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels of meaning are: 'lexical meaning', 'structural or grammatical meaning' and 'socio-cultural meaning'.

Comprehension refers to the understanding the text fully including all the detail facts and information. Generally comprehension refers to the understanding of any spoken or written text in depth but here I am only concerned with reading comprehension so I will talk about reading comprehension. Reading comprehension means to understand a written material or printed text. It is preferred to have critical reading for the better understanding of the text; that is the reading from word to word, sentence to sentence and paragraph to paragraph. Essays express the personal feelings of an author and the social realities. It is hard to make a clear statement that there can be a final understanding of the essays. It is believed that no understanding is the final understanding; and no interpretation is final interpretation.

Reading comprehension is an overall understanding of text which can be either
poetry or prose. Mere understanding of the meaning of words and sentences is not sufficient to comprehend a whole text because the meaning of a single word and sentence may fails to express intended meaning. That's why understanding of whole text is very much importance. In fact, reading is an activity having the ultimate goal of being able to understand written texts for one's needs. And reading comprehension at once includes a series of sub-skills, such as:

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding conceptual meaning.
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse.
- Extracting salient points to summarize (the text, an idea).
- Interpreting text by going outside it.
- Scanning to locate specifically required information.
- Trans-coding information to diagrammatic display.
- Selecting extraction of relevant points from a text.
- Distinguishes the main idea from supporting details.
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Understanding the relation within the sentences.
(Munby, 1993, p.103)

Therefore, to comprehend a text clearly, one needs to know the organization of text, prosodic features used in it, nature of the text. For the overall understanding of any kind of text the readers need to have the interpretive ability, imaginative power, creativity. Unless having these qualities, it is very hard to get the expressed meaning of the text. Specially, the literary text are related to the real physical world; human sentiments and emotion, the cultural and civilization of a group and sometimes surely to the human imaginations which are related to men by any means. That is the reason behind the better understanding of literary text, good language skills and abilities too.

### 2.1.3 Reading Skill as Receptive Skill

Every language has four language skills. These language skills are divided into two categorize, receptive and productive skill based on 'the process they do. Similarly, the same language skills are divided as primary language skill and secondary language skill. Linguists have divided the language skills as active and passive too. As a whole reading is secondary, passive and receptive language skill.

Reading is secondary language skill because it is not necessary to learn to communicate a language. It means a language learner learns to listen and speak only then s/he learns to read and write. Reading is sometimes taken as optional skill. Linguists have divided the language skills as active and passive based on the physical movement of a person. Here reading is passive language skill as a person does not move any part of his/her body. Reading is receptive skill. While a person reads a text s/he receives information from the text. Receive means internalizing the facts, information and store it into person's memory power. It is a way of grasping information from graphic symbols i.e. letters. It is possible only when reading involves understanding. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language. Here, information means the content which is cognitive or intellectual, referential (i.e. factual), affective or emotional. Reading without understanding
is just barking at the letters. Thus, reading involves the process of decoding and understanding the meaning of the written printed text.

### 2.1.4 Learners' Problems in L2 Reading

Learners' problems in L2 reading are important considerations to be made by the L2 teachers because these may be addressed and taken into account while designing and implementing the reading tasks in their classrooms. Carrel and Grabe (2000, in Schmitt, ed.) have outlined some language related problems of L2 readers. These include: word recognition, fluency, vocabulary and L1 interference. Apart from these, we may also think of the reading problems related to L2 culture and world knowledge. In this way, two major problems in L 2 reading can be identified as:

### 2.1.4.1 Automaticity and Word Recognition

Carrell and Grabe (2000) suggest, "Word recognition is at the center of reading fluency and automaticity". There is important role of words and vocabulary items in reading fluency as well as comprehension. The eyes of an efficient reader are trained in a sense to decode the graphemes of the text. Because of the proper orthographical knowledge, the readers are able to establish relationship between phonemes and graphemes, and because of the correspondences between phonemes and graphemes the readers recognize words, and can read the texts with fluency and automaticity. For the second or foreign language learners, even word recognition may be problematic since they are not well familiar with the orthographical conventions of the L2. So, one of the basic things we have to do with the learners of a second language is that they need to be trained to improve the ability of word-recognition.

### 2.1.4.2 Cross Cultural and World Knowledge

Sharma (2012) says, "Another very serious problem faced by the L2 readers is associated with schematic knowledge they have about the target culture and general knowledge". The readers have to exploit the meaning of the L2 text
according to the context and intentions of the author. For this, they need to have the knowledge of L2 culture. How the L2 features are used in correspondence with the cultural norms should be known to the readers so that they can comprehend intended as well as literal meaning of the texts. So, it is suggested that the students should be given sufficient cultural and contextual information about the reading texts that they are engaged in appropriate cultural and background knowledge about the topic being read helps learners understand the reading better. It is an important element in reading comprehension, but only one of many.

### 2.1.5 Components of Reading

Reading is a complex cognitive process. While we often think of reading as a single act, our brains are actually engaging in a number of tasks simultaneously each time. "There are five aspects $0 f$ the process of reading viz. Phonics, phonemic awareness, vocabulary, reading comprehension and fluency" (retrieved from: http://en.wikipidia.org/wiki/language 7 Feb. 2015). These five aspects work together to create the reading experience. As children learn to read they must develop all these five aspects in order to become successful readers.

## A. Phonics

'Phonics is the connection between sounds and letter symbols. It is also the combination of these sound symbol connections to create words.'(Retrieved from: http://en.wikipidia.org/wiki/language 7 Feb. 2015). Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what they funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then letter sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers to identify new words.

## B. Phonemic Awareness

Phonemic awareness is closely related to phonics because both involve the connection between sound and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonic is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the readers general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words.

## C. Vocabulary

In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies to their reading, they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life". It is a basic component of reading comprehension.

## D. Fluency

Fluency is a reader's ability to read with speed, accuracy and expression. Correct pronunciation of a word also helps in reading comprehension. Thus it requires him/her to read a text with its correct pronunciation in order to make easy in comprehension. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency. Even if the reader is able to move rapidly through a text if $s / h e$ cannot master the expression associated with the words, the meaning of it will be lost.

## E. Reading Comprehension

Comprehension is what most people think is understanding a text. This is because comprehension is the main reasons why we read. It is the aspect of reading that all of the others serve to create. Sharma (2012) said, "Reading comprehension is understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning".

Reading comprehension is the most complex aspect of reading. It involves other four aspects of reading; it also requires the reader to draw upon general thinking skills. While a reader is actively engaged with a text, s/he is asking and answering questions about the text and summarizing what s/he read.

### 2.1.6 Types of Reading

There are different types of reading. Basically, the common types of reading are skimming, scanning, intensive and extensive ones. They are briefly explained here.

## A. Skimming Reading

It is also called a skill of reading. It is used to quickly identify the main ideas of a text. When we read the newspaper, we are probably not reading it word-by word; instead we are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when we want to see if an article may be of interest in our research.

## B. Scanning Reading

Scanning is quick reading of text to locate a particular piece of information. It is speed reading. Students just focus on what is related to their search. Students don not worry about difficult vocabulary or irrelevant chunk of text. It is fastest reading to pick up specific piece of information without going detail.

## C. Intensive Reading

Intensive reading mostly takes place inside classroom. It is in depth reading of the shorter texts. The teacher supports students during intensive reading. The students use dictionary or supporting materials i.e. study guide. They do some study activities along with the reading. It is slower reading with greater accuracy and comprehension. Students work on vocabulary, grammar, style.

## D. Extensive Reading

Extensive reading is reading for pleasure which is normally done outside the class. Student choose the text according to their interest and read in their own pace without going in great detail or doing study activities. The texts used in extensive reading are diverse in term of genre, length, level of difficulty.

### 2.1.7 Testing Reading Comprehension

Yadav (2011) defines "Testing is considered a way to systematically measure a person's ability or knowledge." Language testing as a methodology for probing and investigating language ability has come from a long and honorable tradition of practical teaching and learning need. Testing reading comprehension as one of the receptive language skill is essential part of language teaching and learning activity. It can be tested using different activities such as, question answer matching item, true false item, synonym, and antonym.

Testing reading comprehension refers to a test of learner's capability to understand a text and do the activities that follows. Sometimes learners have to write summary of the text, some time re-arrange the sentences as appeared in the text and other activities as mentioned above. While doing the activities reader uses different types of reading techniques. A teacher tests learner's reading ability using seen and unseen texts. Reading text is administered according to the level of students. A learner's reading comprehension ability is tested using the following test type:

## A. True/ False Test Item

This test format is familiar for all the teachers and students. Each reading texts is followed with true/false activities that will intend to check the students' comprehension of a text. The students will be offered a set of statements some of which are true and some are false.. They usually should be written true or false after the end of these sentences. Sometimes students might employ guessing strategies too to answer this type of test. It is very easy to answer for the students and check for the teachers.

## B. Question Answer

A further format is question answer format. It has a variety of questions to cover a broader field of the students' knowledge and certainly it will require a
great work from teacher. The students while writing answer sometimes they copy the whole sentence. This type of test needs full comprehension of the text. Behind this they should know how to answer the questions correctly.

## C. Matching Item

Another type of test item is matching item in which testees have to match a word/phrase in column ' $A$ ' with column ' $B$ '. Column ' $A$ ' may contain words in serial and column ' B ' contain their meaning or opposite meaning. In this type of test students have to match the word/phrase with their meaning or opposite meaning. This is a vocabulary test item. Generally column ' B ' contains one more word/phrase than column ' A ' in this test item.

## D. Synonym / Antonym

Finding out a synonym or an antonym word from the given text is a vocabulary test too. A good knowledge of English vocabulary is needed for this test item. Words are given as a question and students are instructed to find out similar or opposite word for the given word from the above text. This type of test needs categorization power of the students. The students have to find verb for verb, noun for noun, adjective for adjective and adverb for adverb word as their answer. Students have less chance to guess correct word in this test type.

## E. Fill in the Blank Space

This test is an objective type of test. The students have to write a word/ phrase in the middle of a sentence in order to complete the meaning of the sentence. While writing a word/phrase students must select appropriate word/phrase from the text. The most important word/phrase is omitted from the sentence and asked to fill in the blank space with suitable word/phrase. Giving blank space in the beginning or at the end of a sentence is taken as an error of questionsetter for this test type.

## F. Re-arrange the Sentences in Correct Order

Re-arrange or re-write the sentences in correct order or write the following sentences in correct order as appeared in the text are common instruction to this type of test. Students write the sentences in chronological order as the sentences appeared in the text as their answer for this type of test. More than three sentences are given in jumbled order as a question for this test. All the sentences are correct but the sentences might be from the text or summary of two or three sentences.

### 2.2 Review of Related Empirical Literature

Empirical literature is the existing evidence and proof of the research carried out under different universities. Several researches have been carried out in different linguistic field. It expands the knowledge and acquaints of the researcher with the available literature in the area of study. A large number of research studies in the department of English Education have been carried out on reading comprehension and some of them are reviewed for my research are as follows:

Siwakoti (1996) carried out research on "An analysis of reading proficiency of the secondary level students of Jhapa district". The aim of the study was to investigate the proficiency level of secondary level students. Researcher used questionnaire and written test as his data collection tool. He conducted a survey research with sample of 72 students from government school and only 23 students from private school. He concluded as his findings that private school students have better performance because they were provided more exposure from the early stage of learning.

Pokharel (2007) conducted research on " A study on Reading comprehension ability in the English". The objectives of the research was to find out the level of reading comprehension ability of Nepalese students. He used survey method to carry out the research. He had taken 57 students as sample population from grade nine of Kavreplanchok district. His research tool was test item. He found that students did better in seen text than unseen text.

Similarly, Koirala (2008) carried out research entitled "A study on reading comprehension of poetry and short story by grade 12 students". The objective of the research was to find out Reading Comprehension Ability (RCA) of Grade 12 students in poetry and short story. He had used survey research among the students of Ratna Rajya Laxmi School, Baneshwor. He used four types of test among 60 students and found that the students have better Comprehension Ability (CA) in poetry than in short story. He also found that students have better comprehension ability in seen text than in unseen.

Adhikari (2009) carried out research on "Reading comprehension ability of the Tharu students". The objective of the study was to find out the reading comprehension ability of Tharu students. He had used survey research method. He used test item as a tool for data collection. The population of the study was 45 Tharu students of Grade six in public schools in Morang district. He came up with conclusion that Tharu student are poor in Reading Comprehension Ability (RCA) in unseen text rather than in seen text. The researcher also found that boys were better in comprehending reading text.

Nepal (2011) studied on "Reading comprehension ability of Danuwar students". The objective of the research was to find out reading comprehension ability of Danuwar students. The sampling population was 67 students from grade X in Sanjha district. The researcher implied survey research design to carry out the research. He utilized both seen and unseen texts in his test item. The test item was his research tool. He found that the average comprehension level in seen texts was 62.19 percent and in unseen texts 46.78 percent. He then concluded that the students have better reading comprehension percent in seen reading texts. The average comprehension in both types of texts was 51.38 percent.

Khadka (2012) carried out research 0n "Developing reading through extensive reading" The objective of the research was to find out the effectiveness of extensive reading in developing reading comprehension. Khadka had sampled over 67 students at secondary level from Gaurinshankar Higher secondary
school and Halleshwor Higher secondary school, Dolakha. She had used the experimental research design. The researcher used questionnaire and test item as her research tool. She found that; extensive reading was weaker in developing reading comprehension to the secondary level students. She came up with the finding that a range of strategies can be used for the secondary level students to enhance reading comprehension.

### 2.3 Implications of the Review for the Study

Through the intensive study on theoretical and empirical literature I got clear direction to conduct the research. I have reviewed altogether six other thesis regarding 'Reading Comprehension Ability'. The review of related literature made me feel the need to carry out the research on this field. They also helped me to recapitulate my courage and enthusiasm.

From the reviewed work of Siwakoti (1996) I learnt that the reading proficiency greatly depends on the exposure provided to them. Khadka (2012) found that students do not read the text intensively, so teacher have to practice on reading very often. Pokharel (2007) concluded that students are better in seen text comprehension than in unseen text. From these reviewed literature I knew that students read only text book but they should be provided with other authentic materials.

The other reviewed literature was Adhikari(2009) which taught me the necessity of research on marginalized ethnic group and its' reading comprehension ability. Likewise from Nepal (2011) I learnt that the students should be encouraged to read more books and use dictionary for developing the vocabulary power. Koirala(2008) argued that teaching reading comprehension strategies should be different from that is being used currently. From these reviewed literature, I learnt that the teachers' role should be as a facilitator, guide, participants and dynamic resource person for promoting reading skill.

After reviewing the literature I got a lot of ideas regarding reading comprehension ability. I learnt some crucial guidelines and insights for my
survey study. The research carried out by these all researchers are secondary source and basis of my research study.

### 2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. While carrying out this research work I had consulted different theories related to this study, literature review are developed for my own conceptual framework. Thus, the present study is based on the conceptual framework presented in figure 1 in the next page.

Figure 1: Conceptual Framework


## CHAPTER - THREE

## METHODS AND PROCEDURES OF THE STUDY

The research adopted the following methodological procedures to accomplish the objectives of the study.

### 3.1 Design and Method of the Study

Research is the way of finding out answers to our questions. It is an intensive study of something to discover new facts. Generally, it is a movement from known facts to unknown facts. Research is the way which takes us in the depth of reality and the so called established norms are verified with the scientific observation study. It is not an easy job because its complexity for the discovery which is possible only after the intensive study. Thus, research is the scientific eye to see the fact. While research is solely objective and systematic in which the data will be tested as a pure science does. For this study I used survey research design. To find out the reading comprehension ability of the Tamang students, I followed survey research design.

Survey research is the most popular design of research in social sciences including in the field of education. According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigations to small scale studies carried out by a single researcher". Bryman (1989) states, "Survey research entails the collections of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to differentiate pattern of association". The purpose of survey research is generally to obtain a snapshot of condition, attitude and events at single point of time. Similarly, Cohen et al. (1985) assert that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing
situation. Likewise Nunan (2010, p. 140) states, "Survey are widely used for challenging data in most areas of social inquiry from politics to sociology from educational to linguistics".

Cohen et al. (2010, p.209) have identified thirteen steps of survey research. According to Cohen et al. the first step of survey research is defining the objectives of the research. Then the researcher selects the kind of survey to obtain his/her objectives. The researcher may have some hypothesis upon the research title. Based on these hypotheses, the researcher formulates research question to achieve his objectives. After that, researcher decides the issues on which to focus. Similarly s/he decides the information that is needed to address the issues. Furthermore, s/he goes on deciding the sampling population that $\mathrm{s} / \mathrm{he}$ requires and the instrument and required materials. The eighth step of survey research is generation of the data collection instrument. This is a crucial process of survey research design. The generated data collection instruments will be provided to the sampling population but researcher should decide how the data will be collected? It means $s /$ he has to decide the process of data collection technique on this step. The answer of data collection instrument is the data for the research. The collected data will be the basis for his/her research. The data is collected from the sampling population of study area/field. The collected data will be analyzed and result will be presented as a summary and conclusion of the research. Then a report will be submitted to the concerned institute.

This study is survey type of research study because of the following reasons.

- This study will be carried out to know the RCA of the Tamang students.
- This study represents the whole Dolakha district.
- Sample Population is carried out from grade nine Tamang students.
- Data is collected from sample population.
- Data was collected at single time.
- The findings is generalized to the whole population.


### 3.2 Population, Sample and sampling strategy

The sampling population for the study was the grade nine Tamang students of Dudhpokhari, Thulopatal Gairimudi, Vedpu and Ghang - Sukathokar V.D.C. of Dolakha district. Altogether 40 Tamang students from 5 different schools were the sample of the study. I selected 8 Tamang students from each school from Dolakha district. I adopted purposive non- random sampling procedure to select the sample of the study.

### 3.3 Study Area/Field

The study area of the research was Dolakha district. Particularly, the study area consisted of Kallabari Secondary School,Dudhpokhari, Kali Devi secondary school,Thulopatal, Janajoti Secondary school, Gairimudi,Vim Secondary School,Vedpu and Laxmi Higher secondary school,Ghang-Sukathokar. I selected 8 Tamang students including 4 girls and 4 boys from each selected school.

### 3.4 Data Collection Tools and Techniques

I used two types of reading texts (seen and unseen) which were followed by varieties of questions such as; writing synonyms/antonyms, true false, fill in the blank, re-arranging and short answer questions. So, the test items were the tool for the research. The test items were prepared on the basis of SLC specification grid.

### 3.5 Data Collection Procedures

After the determination of the research objectives, I made some research questions to fulfill my objectives. As I have implied survey research, I selected two seen and two unseen text to collect the data. In order to collect data, I visited 5 different schools of Dolakha district. After visiting the Tamang students of grade nine, I distributed the test item to the sampled students. Then I took another test to the same students for an unseen text. The Second test took
place immediately. One secondary school from each V.D.C. was selected as the sample of the study.

Test was the tool for collecting data. I administered test to 40 Tamang students of grade nine from five different schools.

### 3.6 Data Analysis and Interpretation Procedure

The collected data was presented in tables and analyzed and interpreted using statistical tools such as mean, standard deviation and z-test.

## CHAPTER - FOUR <br> ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consisted of analysis of data and interpretation of result and summary of findings.

### 4.1 Analysis of Data and Interpretation of the Result

The data have been presented, analyzed and interpreted under this topic. The data were collected with the use of test item, consisting of different sets of questions under two seen and two unseen texts. The questions were constructed being based on the objectives of the study. The data were collected from 40 Tamang students of grade 9 studying in 5 different schools of Dolakha district.

I arranged the data thematically into four groups to meet the objectives of the study. The collected data are analyzed, interpreted and discussed under the four main headings:

- Overall reading comprehension ability of the Tamang students.
- Item-wise reading comprehension ability of the Tamang students.
- Reading Comprehension ability of the Tamang students in seen and unseen texts.
- Gender-wise reading comprehension ability of the Tamang Students.

The participants were asked to read two seen texts and find out synonyms, answer the comprehension questions and paraphrase the poem. Similarly, they were provided with two unseen passages and asked to fill in the blanks, answer comprehension questions and write an application in passage one whereas in passage two they were asked True/False items, vocabulary items, comprehension questions and review writing. The data collected from the test have been presented through the help of tables.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done using both mean and standard deviation statistically.

### 4.1.1 Overall Reading Comprehension Ability of the Tamang Students

On the basis of the students' obtained scores out of 50 marks their overall performance in reading comprehension has been presented in the table below.

Table 1
Overall Reading Comprehension Ability of the Tamang Students

| S.N. | Obt. Marks in <br> Seen Passage | Obt. Marks in <br> Unseen Passage | Total | Number <br> Students |
| :--- | :---: | :---: | :---: | :---: |
| 1. Total | 434 | 422 | 856 | 40 |
| 2. Average | 10.85 | 10.55 | 21.4 | - |
| 3. Percentage | 43.4 | 42.2 | 42.8 | - |

The above table depicts the overall marks obtained by the 40 students out of 50 marks in both seen and unseen passages. The students obtained average mark as 21.4 out of 50 mark which is $42.8 \%$ of full marks.

The data presented in table 1 have been analyzed in terms of mean and standard deviation in the next page to make the result more convenient.

Table No. 2

Mean of the students Overall Scores

| Marks <br> Distribution | Middle Point (m) | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $10-15$ | 12.5 | 2 | 25 |
| $15-20$ | 17.5 | 12 | 210 |
| $20-25$ | 22.5 | 18 | 405 |
| $25-30$ | 27.5 | 8 | 220 |
|  |  | $\mathrm{~N}=40$ | $\sum f m=860$ |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{860}{40}$
$=21.5$

The grand mean of the students' overall scores in reading comprehension test is 21.5 out of 50 full marks which is $43 \%$. It is 'average' achievement of the students (C grade) on the basis of SLC grading system. There were 20 students who obtained their marks above the grand mean and the same $50 \%$ of the students scored below the mean score. The maximum score was 30 achieved by only one of the students which was $60 \%$ of the full marks. On the other hand, the lowest mark was 8.5 which was also achieved by only one student. That was $17 \%$ of full marks.

It was found that the students' overall reading comprehension was 'average' on the basis of SLC grading system (C grade: 40-50 marks). The highest and lowest scores achieved by the students were 30 (60\%) and 13 (26\%) respectively.

To find out the individual students' variations in marks, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean
$\bar{x}=$ Mean score

M=Middle point

Table No. 3
Standard Deviation of the Obtained Scores

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| 9 | 81 | 2 | 162 |
| 4 | 16 | 12 | 192 |
| -1 | 1 | 18 | 18 |
| -6 | 36 | 8 | 288 |
|  |  | $\mathrm{~N}=40$ | $\sum f x^{2}=660$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{660}{40}}$
$=\sqrt{16.5}$
$=4.06$

The standard deviation is 4.06 which shows that the scores are deviated from the mean score. It means its scores are not all near the mean score. From this it was found that the students' reading comprehension abilities are different from one another.

### 4.1.2 Item-Wise Reading Comprehension Ability of the Tamang <br> Students

The test administered to the students consisted of 8 different test items which were based on the seen and unseen passages. They were:

Item I: Write synonym/antonym

Item II:
Fill in the gaps

Item III:
True False

Item IV: Re-arranging the sentences

Item V: Answer the questions

Item VI: Paraphrase a poem

Item VII: Write a job application

Item VIII: Write a book review

Two seen passages were asked to the students which consisted of item I, III, V, VI and VIII. The students' item wise achievements in the seen passages have been presented in table 4.

Table 4
Tamang Students' Item-Wise Reading Comprehension Ability in Seen Passages

| S.N. | Test <br> Items | Full <br> Marks | Students overall obtained <br> marks (40 students) | Average <br> Marks | Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | I | 4 | 77.5 | 1.94 | 48.44 |
| 2 | III | 2 | 54 | 1.48 | 73.75 |
| 3 | V | 9 | 162.5 | 4.06 | 45.14 |
| 4 | VI | 5 | 72.5 | 1.81 | 36.25 |
| 5 | VIII | 5 | 62.5 | 1.56 | 31.25 |
|  | Total | 25 | 434 | 10.85 | 43.4 |

The above table depicts the overall marks obtained by the 40 students in different test items under two seen passages. The students scored the highest average mark ( $73.75 \%$ of its weightage 2) in item III i.e. True/False type of question. On the other hand, they scored the lowest average mark ( $31.25 \%$ of its weightage 5) in item VIII i.e. writing a book review. However, in item I i.e. writing synonym/antonym, they scored nearly half of its weithtage (48.44\%).

But in other remaining items, the students achieved less than $50 \%$ mark out of its full mark. The overall mark they scored in the seen passages is 10.85 out of 25 full marks i.e. $43.4 \%$. In context of seen passages, it was found that the students scored the highest average mark in 'True/False item of question' where as they achieved the lowest average mark in 'Writing a book review item'.

Similarly, two unseen passages were asked to the students which consisted of item I, III, V, VI and VIII. The students' item wise achievements in the unseen passages have been presented in the table below.

Table 5
Tamang Students' Item-Wise Reading Comprehension Ability in Unseen

## Passages

| S.N. | Test <br> Items | Full Marks | Students overall <br> obtained marks | Average <br> Marks | Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | II | 4 | 70.5 | 1.76 | 44.06 |
| 2 | III | 2 | 54 | 1.35 | 67.50 |
| 3 | IV | 9 | 31 | 0.78 | 38.75 |
| 4 | V | 5 | 182.5 | 4.56 | 38.02 |
| 5 | VII | 5 | 84 | 2.10 | 42.00 |
|  | Total | 25 | 422 | 10.55 | 42.20 |

The table 5 shows the overall marks obtained by the 40 students in different test items under two unseen passages. The students scored the highest average mark ( $67.50 \%$ of its weightage 2 ) in item III i.e. True/False type of question. On the other hand, they scored the lowest average mark (38.02\% of its weightage 5) in item V i.e. answering the questions. However, in other remaining items, the students achieved less than $50 \%$ mark out of its full mark. The overall mark they scored in the unseen passages is 10.55 out of 25 full marks i.e. $42.20 \%$.

In unseen passages, it was found that the students had the better performance in 'True/False item of question' where as they performed poor performance in 'Answering the questions'. In comparison to seen passages, the students achieved a little lower mark ( $1.20 \%$ ) in unseen passages. Although, they achieved the highest average mark in 'True/False items' in both of the types of passages, they achieved the lowest mark in 'Writing a book review item' in seen passages but 'Answering the questions' in the unseen passages.

### 4.1.3 Reading Comprehension Ability of the Tamang Students

Under this section, the students reading comprehension ability in seen and unseen passages has been presented in different tables and analyzed through mean and standard deviation of their scores. It consisted of two sub-headings :

- Students' Reading comprehension ability in seen passages
- Students' Reading comprehension in unseen passages


### 4.1.3.1 Tamang Students' Reading Comprehension Ability in Seen

## Passages

Two seen passages consisting of 5 items of questions were provided to the students to respond. The weightage of seen passages was 25 . The scores of the students in seen passages have been presented in table 6.

Table 6
Reading Comprehension ability of the Tamang Students in Seen Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | 17 | 1 | $2.5 \%$ |
| 2 | 16 | 1 | $2.5 \%$ |
| 3 | 15 | 2 | $5 \%$ |
| 4 | 14 | 5 | $12.5 \%$ |


| 5 | 13 | 2 | $5 \%$ |
| :---: | :---: | :---: | :---: |
| 6 | 12 | 6 | $15 \%$ |
| 7 | 11 | 7 | $17.5 \%$ |
| 8 | 10 | 3 | $7.5 \%$ |
| 9 | 8 | 3 | $7.5 \%$ |
| 10 | 7 | 3 | $10 \%$ |
| 11 | 5 | 2 | $7.5 \%$ |
| 12 | 6 |  | $2.5 \%$ |
| 13 |  |  | $5 \%$ |

The data presented in Table 6 have been analyzed in terms of mean and standard deviation below.

Table No. 7
Analysis of Mean Scores obtained by Students

| Marks <br> Distribution | Middle Point $(m)$ | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $5-8$ | 6.5 | 6 | 39 |
| $8-11$ | 9.5 | 10 | 95 |
| $11-14$ | 12.5 | 15 | 187.5 |
| $14-17$ | 15.5 | 9 | 139.5 |
|  |  | $\mathrm{~N}=40$ | $\sum f m=461$ |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{461}{40}$
$=11.53$

The mean of the students' scores in seen passages is 11.53 out of 25 full-marks which is satisfactory. There were 16 students who obtained their marks below
the mean and 24 students above the mean. The maximum score was 17 achieved by only one of the students which was $68 \%$ of the full marks.

To meet the objective of the study, the standard deviation of the above mentioned scores is also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean
$\bar{x}=$ Mean score
$\mathrm{M}=$ Middle point

Table No. 8
Analysis of Standard Deviation

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -5.03 | 25.31 | 6 | 151.86 |
| -2.03 | 4.13 | 10 | 41.3 |
| 0.97 | 0.95 | 15 | 14.25 |
| 3.97 | 15.77 | 9 | 141.93 |
|  |  | $\mathrm{~N}=40$ | $\sum f x^{2}=349.34$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{349.34}{40}}$
$=\sqrt{8.74}$
$=2.96$

The standard deviation is 2.96 which shows that the scores are deviated from the mean score. It means its scores are not all near the mean score. From this it was found that the students' reading comprehension abilities are different from one another.

### 4.1.3.2 Tamang Students' Reading Comprehension Ability in Unseen <br> Passages

Two unseen passages consisting of 5 items of questions were provided to the students to respond. The weightage of the unseen passages was also 25 . The scores of the students in unseen passages have been presented in the table below.

Table 9
Reading Comprehension Ability of the Tamang Students in Unseen
Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | 16 | 2 | 5\% |
| 2 | 15 | 3 | 7.5\% |
| 3 | 14 | 1 | 2.5\% |
| 5 | 13 | 5 | 12.5\% |
| 7 | 12 | 5 | 12.5\% |
| 8 | 11 | 3 | 7.5\% |
| 9 | 10 | 8 | 20\% |
| 10 | 9 | 3 | 7.5\% |
| 11 | 8 | 4 | 10\% |
| 12 | 7 | 1 | 2.5\% |
| 13 | 6 | 3 | 7.5\% |
| 14 | 5 | 1 | 2.5\% |
| 15 | 4 | 1 | 2.5\% |
|  | Total | 40 | 100\% |

Table 9 shows the variations in the scores obtained by the students in the unseen passages. Twenty percent of the students scored 10 marks out of 25 which is the highest number of the students. The highest mark is 16 which was achieved by two students where as the lowest mark is 4 out of 25 which was scored by only one of the students.

The data presented in table 9 have been analyzed in terms of mean and standard deviation below.

Table No. 10
Analysis of Mean and Standard Deviation

| Marks <br> Distribution | Middle Point (m) | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $4-7$ | 5.5 | 5 | 27.5 |
| $7-10$ | 8.5 | 8 | 68 |
| $10-13$ | 11.5 | 16 | 184 |
| $13-16$ | 14.5 | 11 | 159.5 |
|  | $\mathrm{~N}=40$ | $\sum f m=439$ |  |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{439}{40}$
$=10.97$

The mean of the students' scores in seen passages is 10.975 out of 25 fullmarks which is satisfactory, however it is less than mean score in seen passages. There were 13 students who obtained their marks below the mean and 27 students above the mean. The maximum score was 16 achieved by the two students which was $64 \%$ of the full marks.

To make the research more convenient, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean
$\bar{x}=$ Mean score
$\mathrm{M}=$ Middle point
Table No. 11
Standard Deviation of Obtained Marks

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -5.475 | 29.9 | 5 | 149.5 |
| -2.475 | 6.13 | 8 | 49.04 |
| 0.525 | 0.28 | 16 | 4.48 |
| 3.525 | 12.43 | 11 | 136.73 |
|  |  | $\mathrm{~N}=40$ | $\sum f x^{2}=339.75$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{339.75}{40}}$
$=\sqrt{8.5}$
$=2.91$

The standard deviation is 2.91 which shows that the scores are deviated from the mean score. It means its scores are not all near the mean score. From this it was found that the students' reading comprehension abilities are different from one other in unseen passages as seen ones.

### 4.1.4 Gender-wise Reading Comprehension Ability of the Tamang Students

There can be variation in reading comprehension ability of boys and the girls. In order to identify the gender variation in reading comprehension ability, the marks scored by the boys and girls in seen and unseen passages have been separately presented, analyzed and interpreted under different sub-headings:

- Reading comprehension ability of boys in seen passages
- Reading comprehension ability of girls in seen passages
- Reading comprehension of boys in unseen passages
- Reading comprehension of girls in unseen passages


### 4.1.4.1 Reading Comprehension Ability of Tamang Boys in Seen Passages

On the basis of the scores that the boys achieved in the test under seen passages of full marks 25, the data have been presented in table 9 and analyzed in percentage, mean and standard deviation below.

Table 12

## Reading Comprehension Ability of Tamang Boys in Seen Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | 17 | 1 | $5 \%$ |
| 2 | 14 | 4 | $20 \%$ |
| 3 | 13 | 1 | $5 \%$ |
| 5 | 12 | 3 | $15 \%$ |
| 7 | 11 | 4 | $20 \%$ |
| 8 | 10 | 1 | $5 \%$ |
| 9 | 9 | 1 | $5 \%$ |
| 10 | 7 | 1 | $20 \%$ |
| 11 | Total | 20 | $5 \%$ |
|  |  | $100 \%$ |  |

Table number 12 shows the variations in the scores obtained by the boys in the seen passages. Twenty percent of the boys scored 14 marks out of 25 which is the highest number of the students. Similarly, equal number of them got 11 marks. Furthermore, other $20 \%$ of the boys scored 8 marks. The highest mark is 17 which was achieved by only one of the boys where as the lowest mark is 7 out of 25 which was scored by only one of them.

The data presented in table 5 have been analyzed in terms of mean and standard deviation in the next page.

Table No. 13
Analysis of Mean and Standard Deviation

| Marks <br> Distribution | Middle Point (m) | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $5-10$ | 7.5 | 6 | 45 |
| $10-15$ | 12.5 | 13 | 162.5 |
| $15-20$ | 17.5 | 1 | 17.5 |
|  |  | $\mathrm{~N}=20$ | $\sum f m=225$ |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{225}{20}$
$=11.25$

The mean value of the boys' scores in seen passages is 11.25 out of 25 fullmarks which is satisfactory. There were 6 boys who obtained their marks below the mean and 14 boys who obtained above the mean value. The maximum score was 17 achieved by one of the boys which was $68 \%$ of the full marks.

To make the research more convenient, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean

$$
\bar{x}=\text { Mean score }
$$

$\mathrm{M}=$ Middle point

Table No. 14
Mean of the Obtained Marks

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -3.75 | 14.1 | 6 | 84.4 |
| 1.25 | 1.56 | 13 | 20.28 |
| 6.25 | 39.1 | 1 | 39.1 |
|  |  | $\mathrm{~N}=20$ | $\sum f x^{2}=143.78$ |

$$
\text { For Standard Deviation, } S D=\sqrt{\frac{\sum f x^{2}}{N}}
$$

$=\sqrt{\frac{143.78}{20}}$
$=\sqrt{7.189}$
$=2.68$

The standard deviation is 2.68 which shows that the scores are slightly deviated from the mean score. It means its scores are neither all near nor too far from the mean score. From this it was found that the boys' reading comprehension abilities are slightly different from each other in seen passages.

### 4.1.4.2 Reading Comprehension Ability of Tamang Girls in Seen Passages

On the basis of the scores that the girls achieved in the test under seen passages of full marks 25, the data have been presented in Table 15 and analyzed in percentage, mean and standard deviation below.

## Table 15

## Reading Comprehension Ability of Tamang Girls in Seen Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | 16 | 1 | $5 \%$ |
| $\mathbf{2}$ | 15 | 2 | $10 \%$ |
| $\mathbf{3}$ | 14 | 1 | $5 \%$ |
| $\mathbf{5}$ | 13 | 1 | $5 \%$ |
| $\mathbf{7}$ | 12 | 3 | $15 \%$ |
| $\mathbf{8}$ | 11 | 2 | $15 \%$ |
| $\mathbf{9}$ | 9 | 2 | $10 \%$ |
| $\mathbf{1 0}$ | 7 | 2 | $10 \%$ |
| $\mathbf{1 1}$ | 5 | 1 | $10 \%$ |
| $\mathbf{1 2}$ | Total | 20 | $5 \%$ |
| $\mathbf{1 3}$ |  | 2 | $10 \%$ |
|  |  | $100 \%$ |  |

The above table shows the variations in the scores obtained by the girls in the seen passages. Fifteen percent of the girls scored 12 marks out of 25 which is the highest number of the students. Similarly, equal number of them got 11 marks. The highest mark is 16 which was achieved by only one of the girls whereas the lowest mark is 5 out of 25 which was scored by two of them.

While comparing reading comprehension ability of the girls with the boys, there were little variations. The highest score achieved by one of the boys was 17 (68\%) whereas only one of the girls achieved 16 (64\%) as the highest marks among the girls. It was found that the girls' performance in reading comprehension is $4 \%$ lower than the boys in terms of highest marks they achieved. On the other hand, the lowest marks achieved by the boys was 7 (28\%) whereas the lowest marks achieved by two girls was 5 ( $20 \%$ ). From this it was found that there was $8 \%$ lowest achievement of the girls in comparison to the boys in seen passages.

The data presented in table 12 have been analyzed in terms of mean and standard deviation in the next page.

Table No. 16
Analysis of Mean and Standard Deviation

| Marks <br> Distribution | Middle Point $(m)$ | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $5-7$ | 6 | 3 | 18 |
| $7-9$ | 10 | 2 | 16 |
| $9-11$ | 12 | 4 | 40 |
| $11-13$ | 14 | 6 | 72 |
| $13-15$ | 16 | 2 | 28 |
| $15-17$ |  | $\mathrm{~N}=20$ | $\sum f m=222$ |
|  |  | 48 |  |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{222}{20}$
$=11.1$

The mean value of the girls' scores in seen passages is 11.1 out of 25 fullmarks which is satisfactory. There were 9 girls who obtained their marks below the mean and 11 girls above the mean value. The maximum score was 16 achieved by one of the girls which was $64 \%$ of the full marks.

To make the research more convenient, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean
$\bar{x}=$ Mean score

M=Middle point

## Table No. 17

Standard Deviation of the Obtained Marks

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -5.1 | 26.01 | 3 | 78.03 |
| -3.1 | 9.61 | 2 | 19.22 |
| -1.1 | 1.21 | 4 | 4.84 |
| 0.9 | 0.81 | 6 | 4.86 |
| 2.9 | 8.41 | 24.01 | 3 |
| 4.9 |  | $\mathrm{~N}=20$ | $\sum f x^{2}=195.8$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{195.8}{20}}$
$=\sqrt{9.79}$
$=3.13$

The standard deviation is 3.13 which shows that the scores are highly deviated from the mean score. From this it was found that the girls' reading comprehension abilities are highly different from each other in seen passages.

In comparison to the boys' scores the girls' scores in the seen passages were found to be highly deviated from the mean score as the standard deviation of the boys' scores was 2.68 whereas girls' was 3.13 .

In order to find out the distribution of the Tamang boys' and girls' reading comprehension ability the calculation of z-test was also essential.

Before calculating t-test between the two variables, the combined standard deviation of both girls and boys can be calculated. It was done through the following formula:
$S=\sqrt{\frac{\left(x_{1}-1\right) S D_{1}^{2}+\left(x_{2}-1\right) S D_{2}^{2}}{n_{1}+n_{2}-2}}$
Where,

## S: Combined standard deviation

$n_{1}=$ no of students in the first variable (boys)
$n_{2}=$ no of students in the second variable (girls)
$S D_{1}=$ Standard deviation of the first variable (boys)
$S D_{2}=$ Standard deviation of the second variable (girls)
$S=\sqrt{\frac{(20-1) 2.68+(20-1) 3.13}{20+20-2}}$
$=\sqrt{\frac{19 \times 2.68+19 \times 3.13}{38}}$
$=\sqrt{\frac{50.92+59.47}{38}}$
$=\sqrt{\frac{110.39}{38}}$
$=\sqrt{2.905}$
$=1.70$

To calculate z -test or distribution of the above two variations, the following formula can be applied with 5 percent level of significance, i.e. $\alpha=0.05$ and $\mathrm{z}_{0.025}<-1.96$ and $\mathrm{z}_{0.025}>1.96$ and the degree of freedom $(\partial)=38$
$\mathrm{z}=\frac{\bar{x}_{A}-\bar{x}_{B}}{s \sqrt{\frac{1}{n_{1}}+\frac{1}{n_{2}}}}$
$=\frac{11.25-11.1}{1.70 \sqrt{\frac{1}{20}}+\frac{1}{20}}$
$=\frac{0.15}{1.70 \sqrt{\frac{2}{20}}}$
$=\frac{0.15}{1.70 \sqrt{\frac{1}{10}}}$
$=0.28$
The calculated value of the two groups i.e. boys and girls (z-calculated) is 0.28 which is less than the tabulated value (z-tabulated) 1.96 with 5 percent level of significance i.e. $\alpha=0.05$ and 38 degree of freedom i.e. $(\partial)=38$. It shows that the null hypothesis 'the reading comprehension ability between Tamang boy and girl students is equal' is accepted and we come to the conclusion that the reading comprehension ability level of Tamang boy and girl students is not much different in seen passages.

### 4.1.4.3 Reading Comprehension Ability of Tamang Boys in Unseen Passages

On the basis of the scores that the boys achieved in the test under unseen passages of full marks 25, the data have been presented in Table 7 and analyzed in percentage, mean and standard deviation in the next page.

Table No. 18

## Reading Comprehension Ability of Tamang Boys in Unseen Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | 16 | 1 | $5 \%$ |
| $\mathbf{2}$ | 15 | 1 | $5 \%$ |
| $\mathbf{3}$ | 14 | 1 | $5 \%$ |
| $\mathbf{5}$ | 13 | 2 | $10 \%$ |
| $\mathbf{7}$ | 12 | 2 | $10 \%$ |
| $\mathbf{8}$ | 11 | 3 | $15 \%$ |
| $\mathbf{9}$ | 9 | 3 | $20 \%$ |
| $\mathbf{1 0}$ | 6 | 2 | $15 \%$ |
| $\mathbf{1 1}$ | Total | 20 | $5 \%$ |
| $\mathbf{1 2}$ |  | $10 \%$ |  |
|  |  | 2 | $100 \%$ |

The above table shows the variations in the scores obtained by the boys in the unseen passages. Twenty percent of the boys scored 10 marks out of 25 which is the highest number of the students. The highest mark is 16 which was achieved by only one of the boy in the unseen passages whereas the lowest mark is 6 out of 25 which was scored by two of the boys.

The data presented in Table 18 have been analyzed in terms of mean and standard deviation in coming page.

Table No. 19
Analysis of Mean and Standard Deviation

| Marks <br> Distribution | Middle Point $(m)$ | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $6-8$ | 7 | 3 | 21 |
| $8-10$ | 11 | 3 | 27 |
| $10-12$ | 13 | 7 | 77 |
| $12-14$ | 15 | 3 | 52 |
| $14-16$ |  | $\mathrm{~N}=20$ | $\sum \mathrm{fm}=222$ |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{222}{20}$
$=11.1$

The mean value of the boys' scores in unseen passages is 11.1 out of 25 fullmarks which is satisfactory. There were 6 boys who obtained their marks below the mean and 14 boys above the mean value. The maximum score was 16 achieved by one of the boys which was $64 \%$ of the full marks.

To make the research more convenient, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean

$$
\bar{x}=\text { Mean score }
$$

M=Middle point

Table No. 20
Mean of the Obtained Marks

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -4.1 | 16.81 | 3 | 50.43 |
| -2.1 | 4.41 | 3 | 13.23 |
| -0.1 | 0.01 | 7 | 0.07 |
| 1.9 | 3.61 | 4 | 14.44 |
| 3.9 | 15.21 | 3 | 45.63 |
|  |  | $\mathrm{~N}=20$ | $\sum f x^{2}=123.8$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{123.8}{20}}$
$=\sqrt{6.19}$
$=2.5$

The standard deviation is 2.5 which shows that the scores are deviated from the mean score. It means its scores are far from the mean score. From this it was found that the boys' reading comprehension abilities are different from each other in unseen passages too.

### 4.1.4.4 Reading Comprehension Ability of Tamang Girls in Unseen Passages

On the basis of the scores that the girls achieved in the test under unseen passages of full marks 25, the data have been presented in Table 9 and analyzed in percentage, mean and standard deviation in the succeeding pages.

Table No. 21
Reading Comprehension Ability of Tamang Girls in Unseen Passages

| S.N. | Obtained Marks | No. of Students | Percentage |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | 16 | 1 | $5 \%$ |
| $\mathbf{2}$ | 15 | 2 | $10 \%$ |
| $\mathbf{3}$ | 13 | 3 | $15 \%$ |
| $\mathbf{5}$ | 12 | 3 | $15 \%$ |
| $\mathbf{7}$ | 10 | 4 | $20 \%$ |
| $\mathbf{8}$ | 8 | 1 | $20 \%$ |
| $\mathbf{9}$ | 6 | 1 | $5 \%$ |
| $\mathbf{1 0}$ | 4 | 1 | $5 \%$ |
| $\mathbf{1 1}$ | Total | 20 | $5 \%$ |
|  |  | $100 \%$ |  |

The above table shows the variations in the scores obtained by the girls in the unseen passages. Twenty percent of the girls scored 10 marks out of 25 which is the highest number of the students. Similarly, equal number of them got 8 marks. The highest mark is 16 which was achieved by only one of the girls whereas the lowest mark is 4 out of 25 which was also scored by only one of them.

The data presented in table 18 have been analyzed in terms of mean and standard deviation in the next page.

Table No. 22
Analysis of Mean and Standard Deviation

| Marks <br> Distribution | Middle Point $(m)$ | No. of Students <br> $(f)$ | $f \times m$ |
| :---: | :---: | :---: | :---: |
| $4-7$ | 5.5 | 3 | 16.5 |
| $7-10$ | 8.5 | 4 | 34 |
| $10-13$ | 11.5 | 7 | 80.5 |
| $13-16$ | 14.5 | 6 | 87 |
|  |  | $\mathrm{~N}=20$ | $\sum f m=218$ |

Mean $\overline{(x)}=\frac{\sum f m}{N}$
$=\frac{218}{20}$
$=10.9$

The mean value of the girls' scores in unseen passages is 10.9 out of 25 fullmarks which is satisfactory. There were 9 girls who obtained their marks below the mean and 11 girls above the mean value. The maximum score was 16 achieved by one of the girls which was $64 \%$ of the full marks.

To make the research more convenient, the standard deviation of the above mentioned scores was also calculated below. Firstly, $x=m-\bar{x}$ was calculated here.

Where, $\mathrm{X}=$ Deviation of the items from the actual mean

$$
\bar{x}=\text { Mean score }
$$

M=Middle point

Table No. 23
Standard Deviation of the Obtained Marks

| $x$ | $x^{2}$ | $f$ | $f x^{2}$ |
| :---: | :---: | :---: | :---: |
| -5.4 | 29.16 | 3 | 87.48 |
| -2.4 | 5.76 | 4 | 23.04 |
| 0.6 | 0.36 | 7 | 2.52 |
| 3.6 | 12.96 | 6 | 77.76 |
|  |  | $\mathrm{~N}=20$ | $\sum f x^{2}=190.8$ |

For Standard Deviation, $S D=\sqrt{\frac{\sum f x^{2}}{N}}$
$=\sqrt{\frac{190.8}{20}}$
$=\sqrt{9.54}$
$=3.1$
The standard deviation is 3.1 which shows that the scores are highly deviated from the mean score. From this it was found that the girls' reading comprehension abilities are also highly different from each other in unseen passages.

In comparison to the boys' scores, the girls' scores were found to be highly deviated from the mean score as the standard deviation of the boys' scores was 2.5 whereas girls' was 3.1.

In order to find out the distribution of the Tamang boys' and girls' reading comprehension ability in the unseen passages, the calculation of z-test was also essential.

Before calculating z -test between the two variables, the combined standard deviation of both girls and boys can be calculated. It was done through the following formula:
$S=\sqrt{\frac{\left(x_{1}-1\right) S D_{1}^{2}+\left(x_{2}-1\right) S D_{2}^{2}}{n_{1}+n_{2}-2}}$

Where,

## S: Combined standard deviation

$n_{1}=$ no of students in the first variable (boys)
$n_{2}=$ no of students in the second variable (girls)
$S D_{1}=$ Standard deviation of the first variable (boys)
$S D_{2}=$ Standard deviation of the second variable (girls)
$S=\sqrt{\frac{(20-1) 2.5+(20-1) 3.1}{20+20-2}}$
$=\sqrt{\frac{19 \times 2.5+19 \times 3.1}{38}}$
$=\sqrt{\frac{47.5+58.9}{38}}$
$=\sqrt{\frac{106.4}{38}}$
$=\sqrt{2.8}$
$=1.67$

To calculate z-test or distribution of the above two variations, the following formula can be applied with 5 percent level of significance, i.e. $\alpha=0.05$ and $\mathrm{z}_{0.025}<-1.96$ and $\mathrm{z}_{0.025}>1.96$ and the degree of freedom $(\delta)=38$
$\mathrm{Z}=\frac{S D_{1}-S D_{2}}{S \sqrt{\frac{1}{n_{1}}}+\frac{1}{n_{2}}}$
$=\frac{11.1-10.9}{1.67 \sqrt{\frac{1}{20}+\frac{1}{20}}}$
$=\frac{0.2}{1.67 \sqrt{\frac{2}{20}}}$
$=\frac{0.2}{1.67 \sqrt{\frac{1}{10}}}$
$=0.38$

The calculated value of the two groups i.e. boys and girls (z-calculated) is 0.38 which is smaller than the tabulated value (z-tabulated) 1.96 with 5 percent level of significance i.e. $\alpha=0.05$ and 38 degree of freedom i.e. $(\delta)=38$. It shows that the null hypothesis 'the reading comprehension ability between Tamang boy and girl students is equal in unseen passages' is accepted and we come to the conclusion that the reading comprehension ability level of Tamang boy and girl students is same.

### 4.2 Summary of Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in four sections.

## A. The Findings Related to the Tamang Students' Overall Reading comprehension Ability in English

- It was found that the Tamang students' overall reading comprehension was 'average' (grand mean value: 21.5 out of 50 ) on the basis of SLC grading system (C grade: 40-50 marks).
- Tamang students reading comprehension ability was better in seen texts in comparison to unseen texts.
- It was found that the students' reading comprehension abilities are different from one another as the value of Standard Deviation was calculated as 4.06.
- Tamang boys are better in reading comprehension than the Tamang girls.


## B. Findings Related to the Tamang Students' Item-Wise Reading comprehension Ability in English

- In context of seen passages, it was found that the students scored the highest average mark in 'True/False item of question' where as they achieved the lowest average mark in 'Writing a book review item'.
- In unseen passages, too, it was found that the students had the better performance in 'True/False item of question' where as they had poor performance in 'Answering the questions'.
- In comparison to seen passages, the students achieved a little lower mark ( $1.20 \%$ ) in unseen passages.
- It was found that the students achieved the lowest mark in 'Writing a book review item' in seen passages but 'Answering the questions' in the unseen passages.


## C. The Findings Related to the Reading Comprehension Ability of the Tamang Students in Seen and Unseen texts

- The mean value of the students' scores in seen passages is 11.53 out of 25 full-marks which is satisfactory as twenty-four students (60\%) achieved their score above the mean value in the test. The highest mark was 17 ( $68 \%$ of 25 ) which was scored by only one of the students.
- It was found that the students' reading comprehension abilities are different from each other in seen passages as the standard deviation was 2.96.
- The mean of the students' scores in unseen passages is 10.975 out of 25 full-marks which is satisfactory. Twenty-seven of the students scored above the mean value in the test. The maximum score was 16 achieved by the two students which was $64 \%$ of the full marks.
- It was found that with the standard deviation 2.91, the students' reading comprehension abilities are different from each other in unseen passages too.


## D. The Findings Related to the Tamang Students' Gender-Wise Reading Comprehension Ability in English

- The mean value of the boys' scores in seen passages is 11.25 out of 25 full-marks which is satisfactory. However, as it is below $50 \%$ it is not good enough.
- It was found that with the standard deviation 2.68, the boys' reading comprehension abilities are different from one another in seen passages.
- The mean value of the girls' scores in seen passages is 11.1 out of 25 full-marks which is satisfactory. More than half of the girls (11 of 20) scored above the mean value. The maximum score was 16 achieved by one of the girls which was $64 \%$ of the full marks.
- It was found that the reading comprehension ability level of Tamang boy and girl students was not much different in seen passages.
- The mean value of the boys' scores in unseen passages is 11.1 out of 25 full-marks which is satisfactory. Fourteen of the boys scored their marks above the mean value.
- The standard deviation of boys' scores in unseen passages is 2.5 . So, the boys' reading comprehension abilities were different from each other in unseen passages too.
- The mean value of the girls' scores in unseen passages is 10.9 out of 25 full-marks which is satisfactory. Eleven girls achieved above the mean value in the test.
- It was found that the girls' reading comprehension abilities are also highly different from each other in unseen passages with the standard deviation 3.1.
- In comparison to the boys' scores the girls' scores were found to be highly deviated from the mean score in unseen passages as the standard deviation of the boys' scores was 2.5 where as girls' was 3.1.
- The reading comprehension ability of Tamang boy and girl students performed in unseen passages was same.


## CHAPTER - FIVE CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with conclusion and recommendations of the study.

### 5.1 Conclusion

The study was mainly concerned with finding out the level of reading comprehension ability of Tamang students and to compare and contrast the proficiency of students in terms of seen and unseen text. It was found that the students' overall reading comprehension was 'average' on the basis of SLC grading system (C grade: 40-50 marks out of 100). The highest and lowest scores achieved by the students were $30(60 \%)$ and 13 (26\%) respectively. Similarly, the reading comprehension ability of the students in different test items appeared differently. Likewise, the students scored the highest average mark in 'True/False item of question' in both seen and unseen passages whereas they achieved the lowest average mark in 'Writing a book review item' in seen passage and 'Answering the questions' in unseen passages.

The mean values of the students' scores were 11.53 and 10.975 out of 25 in seen and unseen passages respectively which shows students' 'average' reading comprehension ability in English. Similarly, it was found that the students' reading comprehension abilities were different from one another in both seen and unseen passages as the standard deviation were 2.96 and 2.91 respecitvely. They had slightly better performance in seen passages in comparison to unseen ones. The mean values of the boys' and girls' scores in seen passages were 11.25 and 11.1 out of 25 full-marks respectively which shows 'average' performance of both of the sexes. The reading comprehension ability level of Tamang boy and girl students performed in both seen and unseen passages was the same.

In sum, the reading comprehension ability of the Tamang students was below the $50 \%$. However, it was 'average' as more than half of the students achieved
their scores above the mean value. Although, they performed slightly better in seen passages than unseen ones, the reading comprehension of the both sexes was found to be the same

### 5.2 Recommendations

The recommendations of the findings have been presented under the subheadings: recommendations in policy related, practice related and further research related.

### 5.2.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

- The concerned office should provide adequate and regular workshops to teachers regarding reading comprehension.
- The teachers should be directed for focusing on different techniques in developing the reading ability of the Tamang students who obtain below average marks.
- Specially, reading comprehension focused activities must be included in the text book which may help the student who obtained below average marks.


### 5.2.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

- The school administration should encourage the teachers for applying various strategies in developing reading comprehension of the students in English language classrooms.
- The Tamang students should be involved in the English language learning process properly.
- The teachers should focus on how to find out the answers in passages and write correct answers of the comprehension questions.
- The teachers should also make the students aware of writing summary of the poems and text along with different writings based on the reading texts.
- The teachers should facilitate the students properly how to re-order the sentences.
- Awareness programs on importance of English language should be organized in Tamang communities.
- The students should be encouraged to read different authentic materials such as newspapers, magazines etc. to develop their ability in unseen passages.


### 5.2.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

- The researchers who are interested in this study area can study on policy of MOE and NCED about developing language ability of the students from different ethnic communities like Tamang.
- The researchers can study on the reading comprehension ability of Basic level and/or tertiary level students.
- The researchers can study on reading comprehension ability of the Tamang Students in comparison to achievement of the Brahmins and kshetri in Nepalese context.
- The researchers can study on comparison between reading comparison ability of the Tamang students and the students from any other ethnic community such as Newar ones.


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## APPENDIX - I

## Test-Item

Dear Students,

As a part of research, I am going to carry out a survey research regarding 'Reading Comprehension Ability of The Tamang Students' under the guidance of Dr. Anjana Bhattarai, Pro. Head, Department of English Education,T.U. I would be grateful to you if you could kindly answer the following test item. All the answer collected through this test item will be used for the research purpose only and your identity will be kept highly confidential.

I owe you at great for taking you invaluable time and also for your kind cooperation.

Harichandra Khadka
(The Researcher)

Name : $\qquad$
School: $\qquad$

Sex :
Male:


Time : 1 hr 30 Min .
Cass : Nine

Female: $\square$
Full marks : 50
Section :

## Seen Text " A"

Read the following poem and do the activities that follow.

## 'The Wind and the Leaves'

"Come, Little Leaves," said the wind one day
"Come over the meadows with me and play.

Put on your dresses of red and gold;

For summer is gone, and the days grow cold."

Soon as the leaves heard the wind's Loud call,

Down they came fluttering, one and all.

O'er the brown field then they danced and flew
singing the soft little songs they knew.

Dancing and whirling, the little leaves went, winter had called them, and they were content.

Soon, fast asleep on their earthy beds,

The snow laid a coverlet over their heads.
A. Find the words from the poem which are similar in meaning to the following.

$$
4 \times 0.5=2
$$

a) Grasslands
b) wear
c) Immediately
d) Satisfied
B. Answer the following questions.
i. What did the wind ask the leaves to do?
ii. Why were the leaves so satisfied to come down?
iii. When did the snow lay the bedspread over them?
C. Read the poem again and write summary of the poem.

5

## Unseen Text "A"

Read the following advertisement and do the activities.

## Career Opportunity

A well established Nabil Bank is looking for a dynamic professional for the following posts to its Merchant Banking Unit. The person shall be responsible to set up the Merchant Banking Unit and to make it the best.

1. Post : Head Merchant Banking (Manager Level)

Criteria
Age : Not exceeding 28 years
Qualification : Master Degree of Business Administration with minimum 2nd division

Experience ; Minimum 4 years experience in the related field.
2. Post : Relationship Officer Merchant Banking (Officer level)

Criteria
Age : Not exceeding 28 years
Qualification : Master Degree of Business Administration with minimum 2nd division

Experience : Minimum 4 years experience in the related field.
Deadline for Application : 15 June 2016
Remuneration : As per Bank's Policy
Only those people who love to take on challenges are advised to apply together with curriculum vitae and testimonials at the address mentioned below. Short listed candidates will be called for selection test.

Human Resources Department
Nabil bank Limited
Nabil House, Kamaladi
P.O. Box 3729, Kathmandu, Nepal
A. Complete the following sentences using the appropriate words from the text. $1 \times 4=4$

Nabil Bank has published an advertisement for post of $\qquad$ and
$\qquad$ . The required experience for post two is $\qquad$ The institution is located at $\qquad$ _.
B. Answer the following questions.
a. Who has advertised the vacancy?
b. What are the qualifications needed for the posts?
c. Who will be called for selection test?
d. What is the deadline for the application?
C. Write an application letter for the above vacant post. 5

## Seen Text 'B"

Read the following text and do the activities as instructed.

## Lord of the Flies

William Golding "Lord of the Files" in still popular among teenagers. Its popularity heightens because it is a blend of mystery and adventure. Furthermore, it cares the message to be civilized by remaining under law and order despite the absence of senior for peaceful living.

The story opens with aplane crash leaving a group of reckless schoolboys in a deserted island. In the begginning, it seems at if the young boys' dreams have come true. They wouldn't want a whole island to play on all day without any nagging from the adults. Soon they start governing themselves by electing a leader in spite of the absence of any adults. The plot develops with the struggle of the leader and protagonist, Ralph and Jack, the antagonist. Soon hunger or power creates conflicts and that leads to anarchy. Gradually, their decisions and actions turn from worse to barbaric and bloody. This leads to the tragic end of the children's world.

Ralph's innocence is the most appealing. Later his maturity and realization is another fascinating part of the plot. It gives the lesson that life is not at all about how many friends you have and how popular you are, how is it just having fun. The more or reads, the more one discovers the deep meaning of these questions. Are people naturally prone to evil? Which is better to have rules and agree, or to hunt or kill? Indeep inner meaning is dark, tragic and pessimistic but it makes the reader wonder how thin the line between good and evil really is. Yet, it deals with a fundamental ental issue of humanity. What a transformation from innocence to experience it it!

Almost every reader would recommend this book to teenagers who want to try something different or who like adventure and mystery.
A. Write 'T' for True statement and ' $F$ ' for False statements. $4 \times 0.5=2$
a. "Lord of the Flies" is still popular among teenagers.
b. The plot develops with the harmony of the leader and protagonist.
c. Ralph is an innocent character.
d. The central idea is how many friends you have and how popular you are.
B. Write a word for the following as instructed in the bracket. $4 \times 0.5=2$
i. entire (synonym)
ii. Guilt (Antonym)
iii. Rivalry (synonym)
iv. Optimistic (Antonym)
C. Read the above text and answer the following questions.

4X1.5=6
a. Who are the major characters of the "Lord of the Files"?
b. What message does this film carry?
c. Where are the reckless schoolboys left?
d. Why does the popularity heighten?
D. Write a book review (any one) that you have just read.

## Unseen Text ''B'

Read the following text and answer the questions given below:

## French Revolution

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderte spending.. Even though the minister of Finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought their luxurious life style at the poor's expense. The queen seemed uncaring about her subjects' misery. While French citizen begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded herself with artists, writers and musicians, who encouraged the queen to spend money even more.

The French government taxed the citizens outrageously. Those high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop royal spend thrifts, the queen replaced him. The intense hatred that the people felt for king and queen kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine.

## A. Write 'True' for the true statements and 'False' for the false ones: $4 \times 0.5=2$

a) France was facing financial crisis when Louis XVI and Marie Antoinette were ruling.
b) Minister of finance did not like royal couple's trend of wasting money.
c) The people surrounding the queen discouraged her to spend more.
d) The king and the queen both lost their lives during the French Revolution.

## B. Re- write the following sentences in the correct order: $4 \times 0.5=2$

a) The royal couple were living a very luxurious life.
b) The people of France developed intense hatred against the royal couple.
c) Louis XVI and his queen ruled France when the country was in financial crisis.
d) The French government imposed high taxes on the people.
C. Answer the following questions : $\quad 3 \times 2=6$
a) How long did Louis XVI and queen Marie rule in France?
b) Who was the queen mostly surrounded by?
c) Why did the queen replace the Minister of Finance?

## Appendix - III

## Students Names (School Wise)

| S.N. | Students Name | School's Name |
| :---: | :---: | :---: |
| 1. | Srijana Tamang | Janajoti Secondary School |
| 2. | Asbin Tamang | Janajoti Secondary School |
| 3. | Sajan Tamang | Janajoti Secondary School |
| 4. | Pragati Tamang | Janajoti Secondary School |
| 5. | Lapsang Tamang | Janajoti Secondary School |
| 6. | Susmita Tamang | Janajoti Secondary School |
| 7. | Samjhana Tamang | Janajoti Secondary School |
| 8. | Mahesh Tamang | Janajoti Secondary School |
| 9. | Asmita Tamang | Vim Secondary School |
| 10. | Sanjaya Tamang | Vim Secondary School |
| 11. | Phool MayaTamang | Vim Secondary School |
| 12. | Arun Tamang | Vim Secondary School |
| 13. | Renisha Tamang | Vim Secondary School |
| 14. | Pema Dolma Tamang | Vim Secondary School |
| 15. | Santa Lal Tamang | Vim Secondary School |
| 16. | Lapsang Tamang | Vim Secondary School |
| 17. | Buddha Tamang | Laxmi Secondary School |
| 18. | Sapana Tamang | Laxmi Secondary School |
| 19. | Pasang Tamang | Laxmi Secondary School |
| 20. | Sanju Tamang | Laxmi Secondary School |
| 21. | Bhuwan Tamang | Laxmi Secondary School |
| 22. | Anita Tamang | Laxmi Secondary School |
| 23. | Nirmala Tamang | Laxmi Secondary School |
| 24. | Ashim Tamang | Laxmi Secondary School |
| 25. | Simon Tamang | Kallabari Secondary School |
| 26. | Bimala Tamang | Kallabari Secondary School |
| 27. | Kamal Tamang | Kallabari Secondary School |
| 28. | Sarita Tamang | Kallabari Secondary School |
| 29. | Chhiring Tamang | Kallabari Secondary School |
| 30. | Susma Tamang | Kallabari Secondary School |
| 31. | Thopten Tamang | Kallabari Secondary School |
| 32. | Arina Tamang | Kallabari Secondary School |
| 33. | Apekshya Tamang | Kali Devi Secondary School |
| 34. | Saru Tamang | Kali Devi Secondary School |
| 35. | Purnima Tamang | Kali Devi Secondary School |
| 36. | Roj Tamang | Kali Devi Secondary School |
| 37. | Krishna Tamang | Kali Devi Secondary School |
| 38. | Lamin Tamang | Kali Devi Secondary School |
| 39. | Dawa Tamang | Kali Devi Secondary School |


| 40 | Bishal Tamang | Kali Devi Secondary School |
| :--- | :--- | :--- |

## Appendix - IV

## S.L.C Grading Sheet

| S.N. | Interval in Percent | Grade | Description | Grade Point |
| :---: | :---: | :--- | :---: | :---: |
| 1. | 90 to 100 | A+ | Outstanding | 4 |
| 2. | 80 to below 90 | A | Excellent | 3.6 |
| 3. | 70 to below 80 | B+ | Very Good | 3.2 |
| 4. | 60 to below 70 | B | Good | 2.8 |
| 5. | 50 to below 60 | $\mathrm{C}+$ | Satifactory | 2.4 |
| 6. | 40 to below 50 | C | Acceptable | 2.0 |
| 7. | 30 to below 40 | $\mathrm{D}+$ | Partially <br> Acceptable | 1.6 |
| 8. | 20 to below 30 | D | Insufficent | 1.2 |
| 9. | 0 to below 20 | E | Very <br> Insufficent | 0.8 |

## Appendix - V

## Marking Scheme

| S.N. | Test Item | Vocabulary | Question Answer | True False | Free Writing |  |  | Fill in the Blank | Correct Order | $\begin{gathered} \hline \text { Tot } \\ \text { al } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Grammer | Spelling | Punctution |  |  |  |
| 1. | $\begin{gathered} \text { Seen } \\ \text { 'A' } \\ \hline \end{gathered}$ | $4 \times 0.5=2$ | $\begin{gathered} 3 \times 3= \\ 3 \end{gathered}$ | - | 2 | 2 | 1 | - | - | 10 |
| 2. | $\begin{aligned} & \hline \text { Seen } \\ & \text { 'B' } \\ & \hline \end{aligned}$ | $4 \times 0.5=2$ | $\begin{gathered} 4 \times 1.5 \\ =6 \end{gathered}$ | $\begin{aligned} & 4 \times 0.5 \\ & =2 \end{aligned}$ | 2 | 2 | 1 | - | - | 15 |
| 3. | Unseen 'A' | - | $\begin{gathered} 4 \times 1.5 \\ =6 \\ \hline \end{gathered}$ | - | 1 | 2 | 2 | $\begin{array}{r} \mathbf{4 x 1} \\ =4 \\ \hline \end{array}$ | - | 15 |
| 4. | Unseen 'B' | - | $\begin{gathered} 3 \times 2= \\ 6 \end{gathered}$ | $\begin{aligned} & 4 \times 0.5 \\ & =2 \\ & \hline \end{aligned}$ | - | - | - | - | $\begin{gathered} 4 \times 0.5 \\ =2 \\ \hline \end{gathered}$ | 10 |
| Total |  | 4 | 21 | 4 | 5 | 6 | 4 | 4 | 2 | 50 |

Note: Marks was given to only correct answers.

## Appendix - VI

## NAME OF THE SCHOOLS

1. Janajoti Secondary School, Gairimudi, Dolakha.
2. Kallabari Secondary School, Dudhpokhari, Dolakha.
3. Kali Devi Secondary School, Thulopatal
4. Laxmi Secondary School, Ghang Sukathokar, Dolakha.
5. Vim Secondary School, Vedpu, Dolakha.
