

# **CHAPTER: ONE**

## **INTRODUCTION**

This is a study on **Reading Comprehension Ability of Grade Ten Students**. The introduction part of this study consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

Reading comprehension is an overall understanding of a text. It is the ability to read the text for getting intended meaning. Reading is the main means of exposure for English as second or foreign language learners. Reading is one of the basic skills of language. Among listening, speaking, reading, and writing; reading is third but it is a vital skill required for language development. It is an active and receptive skill. According to Ur (2013), "Reading is to grasp information from graphic representation of language; it is the most common and the easiest means of receiving printed information."

Similarly, It is the sole means of frequent exposure to language for the second or foreign language learners. It is the combination of both the visual and mental experience. The visual process is to look at the text in the meantime the mind decodes it for comprehension. The mental process needs interaction of the visual input with the prior knowledge of the reader for comprehension. In any text, information is presented in the written form, but the way of obtaining the information may require different skills and sub skills of reading. Harmer (2008) points out that the reader should acquire some reading skills: scanning, skimming, reading for pleasure and reading for detailed comprehension using these

skills, a good reader can obtain the required information may refer to our intellectual, factual, emotional contents and so on. Mere understanding of the meaning of words and sentence may fail to express the intended meaning. Understanding a written text means extracting the required information from it as efficiently as possible.

The present secondary level English curriculum 2065 is based on the communicative approach to language teaching. It aims at developing communicative competence in students. Therefore, the textbook of this level has focused on those activities that foster the communicative skills of the students. Developing communicative competence in the students means developing four language skills in the students, including other aspects of communication. Among other four skills, reading is one of the basic skills to be learnt by students. In order to have a competence in handling the language, the knowledge of reading skill is most.

Considering these aspect aspects, existing secondary level English curriculum has incorporated different sorts of reading text in each unit. Proficiency on reading is the most important aspect in teaching reading. Unless, students are able to comprehend the reading texts, they can not decode the texts. In this sense, students should have good reading proficiency.

Reading texts have highly been focused and included in the textbook. There are reading texts in each unit. Students are expected to read all these reading texts accordingly. In accordance with English curriculum of secondary level, reading skill covers 40% of the total marks in the Secondary Education Examination. If students have a good reading proficiency, they can secure good marks in the Secondary Education Examination, together with improvement in the competence in the

English language. In this context, I have chosen this topic to find out the reading proficiency of public schools' students.

## **1.2 Statement of the Problem**

When we learn a language, we have to learn four skills that we need for better communication. When we learn a language, we usually learn to listen first, then to speak, then read and finally to write. These are called the four language skills.

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 has become a difficult activity for government school students due to different problems such as L1 interference, lack of resource materials, crowded class and so on. Apart from these, Carrel and Grabe (2000) have outlined some language related problems of L2 readers. These include: word recognition, fluency, vocabulary, and L1 interference.

Reading is a receptive skill through which a reader internalizes knowledge from the text. I have been teaching English since 2069 B.S. at lower secondary and secondary level in a government aided school. I have also an experience of teaching English to the students of a private school. In my experience, too I found that public schools students are relatively poor in reading comprehension. So, I am keenly interested to find out the proficiency of those students in comprehensive reading.

Reading comprehension is the most required skill. At present, we teachers just give students some texts and ask them to read and do some exercises which are related to reading and we check their exercise copy and mark them. These types of activities do not measure reading comprehension abilities of our students. The problem being addressed in this study

iscomprehensive reading ability of grade ten students is poor. Most of the research documents have shown that reading comprehension ability of government students is poor for example; they are not able to comprehend the reading texts literally and contextually so they can not do the comprehension exercises. But they have not clearly presented the reading comprehension ability in term of; discovering main idea, identifying details, finding out the meaning of vocabulary and summarizing the information. This study has aimed to provide the proficiency of students in reading comprehension and theoretical assumptions of reading comprehension which will be beneficial for students, teachers, researchers, syllabus designers, text book writers and all those who are involved in the field of the English language teaching and learning directly and indirectly. So, I have keen interest to find out the current level of proficiency of public school students of grade ten students.

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

This study aimed to find out how well grade ten students are in comprehensive reading. I attempted to find out their proficiency in terms of the established skills of reading and their pertinentweakness in reading English text. Thus, thisstudy had the following objectives:

- i) To find out the students' reading comprehension ability of grade ten students in term of ; discovering main idea, identifying details, finding out the meaning of vocabulary and summarizing the information after reading.
- ii) To compare the reading comprehension ability of boys and girls students.
- iii) To suggest some pedagogical implementation.

#### **1.4 Research Questions:**

The research questions of this study were as following:

- i) How proficient are the learners of grade ten of public school in comprehensive reading abilities in term of discovering main idea, identifying details, find out the meaning of vocabulary and summarizing the information after reading?
- ii) Who are the better learners in reading in terms of gender?
- iii) What are the difficulty areas in reading comprehension to the students?

#### **1.5 Significance of the Study**

This study is significant to those who are interested in teaching and learning English language. At first, it is significant to the students and teachers to get depth information about reading comprehension abilities of the students. They get knowledge about reading comprehension, theoretical assumptions of reading comprehension ability in term of; discovering main idea, identifying details, find out the meaning of vocabulary and summarizing the information after reading. Similarly, this study is beneficial for all those who are involved in the field of the English language teaching and learning directly and indirectly.

#### **1.6 Delimitations of the Study**

Due to the time constraint, this study had following limitations:

- i. This study included only public schools of Dang Deukhuri valley.
- ii. The data was collected from the students of two secondary schools of Dang district.

iii. It only included grade ten students of two public schools of Dang district.

iv. Only seen and unseen reading textbased test items were used.

### **1.7 Operational Definitions of Key Terms**

The key words that are used in my study have been defined with their contextual meaning in the research as follows:

**Reading Comprehension:** The process by which grade ten students of public school of Dang Deukhury valley understand the meaning of written text through a variety of test items such as true false gap filling, synonyms, antonyms, short answer questions, summarizing the paragraph and so on.

**Comprehensive reading ability:** Comprehensive reading ability refers to discovering main idea, identifying details, find out the meaning of vocabulary and summarizing the information after reading.

**Unseen Text:** Unseen text refers to the piece of text which is out of the textbook of concerned class. In my research unseen text is the reading comprehension text that is used to find out the reading comprehension ability of grade ten students.

## **CHAPTER- TWO**

### **REVIEW OF RELETED LITERATURE**

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

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

In this section, I have discussed major theories related to reading comprehension. My discussion particularly focuses on reading, reading comprehension, types of reading, class room reading and comprehension reading ability

##### **2.1.1 Reading**

Students read the text for different purpose. They can read to get information or to take a pleasure. Reading can have different meaning. Itis defined as the ability to examine words and absorb the information within the text. It is the cognitive process of understanding a written linguistic message. A reader should examine and grasp the meaning of written or printed characters, words or sentences. According Moyle (1973, as cited in Subedi, 2004 p.192), “A broader view of teaching of reading is that it involves the recognition of important elements of meaning in their essential relation, including accuracy and thoroughness in comprehension”

Reading is the receptive skill of the language. It is a way of grasping information from the graphic symbols. According to Grellet (1981), “Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions” This should therefore be taken into consideration when devising reading comprehension exercise. In the

same regard, Doff(1995) writes, “Reading is an active process. When we read, we do not merely sit there as passive receivers of the text; we also draw on our own knowledge of the word and of language to help us guess what the text will say the next”. It is an active receptive skill because the reader has to be actively involved in order to receive information. In the same way, Reading involves the understanding and extracting specific information from the text.

At the most basic level, reading is the recognition of words. It may be a simple recognition of the individual letters and how these letters form a particular word to what each word. It is not much good if our students simply stare at a text and do not understand it, but look at the text only.

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. Reading is also a means of language acquisition of communication and of sharing information and ideas.

Nuttal (2000) holds the view that reading comprehension is not merely a function of capabilities within a reader. A reader encounters different kinds of text in terms of their difficulty level. The difficulty is partly because of the reader’s inability to process it, and partly because of the writer’s way of making it difficult to read. Harmer (2008) argues, that reading depends upon how the reader overcomes the difficulty created by the writer. The implication is that reading difficulty can be reduce by adopting reading strategies for him; therefore, understanding a passage is the function of the intention of the reader and the assumed reading competence.

It is believed that reading skill is also very important for our students because they have to do quite a lot of reading at tertiary level, and they



may encounter several unfamiliar words while reading their course materials. Inferring meaning of unfamiliar words from their context is an effective way of improving comprehension (Nuttall, 2000). If the students get this type of training at school, it will certainly speed up their reading. These are the main sub-skills that can be included in the test depending on the purpose and context of testing.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Even though, it is a way to instill language and expression and to promote comprehension of text.

### **2.1.2 Reading Comprehension**

Reading opens the gates of knowledge. Reading, generally, means understanding or making sense of a given text. It is the total understanding of a message in a text. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the readers have to be actively involved and have to work to get the meaning out. Understanding a written text means extracting the required information from it as efficiently as possible.

According to Richards, Brown and Johnson (1990), reading means "Perceiving a written text in order to understand its content." Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. Reading, obviously, is an active skill because the reader has to be actively involved in order to receive information.

Similarly, Hornby (1995), defines 'reading' as "looking at and understanding the meaning of written or printed words or symbol."

In the same way, Hosenfield (1983, as cited in Khaniya, 2005) has discussed about the kinds of strategies that students use in comprehensive reading. She finds that the skilled readers tend to:

- keep the meaning of the passage in mind
- read in broad phrase
- skip in- essential words
- guess from the content meaning of unknown words and have a good self- concepts as reader
- identify the grammatical category of words
- read the title and make inferences
- examine illustration
- use their knowledge of the world (p.233)

From those aforementioned strategies which are given by Hosenfield (1983, as cited in Khaniya, 2005) the skilled readers try to comprehend the reading texts. While reading, the readers keep the meaning of the passage in mind what the passage about that means what kinds of message the passage wants to give. They also read in broad phrase, skip in-essential words to understand the message. Similarly, the readers guess the content meaning of unknown words and identify the grammatical category of words which come in passage while reading the passage. As the same way, they also read the title and make inference, examine illustration and use their knowledge of the world to comprehend the passage.

Reading is one of the skills of language, which includes different sub-skills. Similarly, Munby (1986), presents the following as reading sub-skill in his category of taxonomy of language skills. These are described as follows:

a) Recognizing the script of a language:

Recognizing the script of a language skill includes sub-skills such as discriminating the graphemes(alphabetsystem) of the language, following the spelling system of the language and understanding the punctuation system of the language.

b) Understanding conceptual meaning

In order to make full comprehension of a text, a learner has to know a variety of the conceptual meanings implicit in the reading text, such as quantity, definiteness, compression, time, location, means, causes, results and so on. These are the constructs the learner should try to extract from the reading text in order to arrive at a full reading comprehension.

c) Understanding the communicative value (function) of sentences

By understanding the communicative value (function) of sentences Munby (1978), implies that a reader has to what communicative function, and what communicative purpose such as requesting, describing, arguing, and so on the whole text serves for the reader. Such a purpose may be explicitly stated through the use of connectors or it may be implied only.

d) Understanding relations within the sentence

In order to comprehend a reading text, it is important that the reader understands the elements of sentence structure. S/he should have the capacity to know the role modification of part of a sentence has to its

meaning. Similarly, s/he should have the command over sentence transformation, connectors, joining sentences and so on.

e) Interpreting indicators in discourse

In order to comprehend the relationship among ideas in a given passage, a reader should understand how an idea begins, how it is elaborated, how it gets transition from one idea to another and how it concludes. It means the reader should follow different linkage indicators while reading a passage.

f) Distinguishing the main idea from supporting details

A passage may contain several ideas related to each other. Generally, a paragraph contains one theme developed through several supporting details. Thus, for comprehending a passage, an efficient reader should understand how the different ideas are related to each other; which one is the whole and which one is the part of the whole; which one is a statement of an example and which one an opinion and so on.

i) Understanding basic reference skills

Skills such as understanding different graphic presentation like print style, headings, foot notes, etc; table of content, phonetic diacritics and so on are termed as reference skills by Munby(1986), These skills assist a reader for an efficient and speedy comprehension of a reading text.

j) Skimming

By skimming, Munby(1986) says that the skill on the part of a reader to obtain the gist of the text. While reading a text, the reader should be able to get the general impression of the text.

### k) Scanning

It is the skill required and used while locating specifically required information from the total text. A reader should be able to research through the text to locate a single point or more than one point through simple research of the passage or through complex research.

### **2.1.3 Types of Reading**

Every reader has some purposes of reading in mind before going through a text. We can mention different types of reading on the basis of purpose of reading and the level of the readers involved. Reading comprehension is not a singular ability with a lone ability. Rather reading is performed differently based on the purpose of reading. According Doff (1995, as cited in Sharma and Phyak, 2004) the different types of reading skills can be discussed as:

a) Extensive and Intensive Reading

b) Skimming and Scanning

c) Silent and loud reading

a) Extensive and Intensive Reading

Researcher and Methodologist often tend to make differences between extensive and intensive reading. Whereas the former suggests reading is often for pleasure and leisurely way. Intensive reading tends to be more concentrated; less relaxed and often dedicated not so much pleasure as to the achievement of study goal. Extensive reading generally involves reading of large quantities of material for general understanding.

In the discussion of reading comprehension Hedge (2000) argues that the nature of extensive reading will vary with the students' motivation and

instructional resources, but an ideal characterization might include the following:

- Reading large quantities of material, whether short stories and novels, newspaper and magazine article or professional reading.
- Reading for general meaning, primarily for pleasure, curiosity or professional interest.
- Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of self-selected material.

In extensive reading the students feel being motivated towards reading because of self-selected materials. They spend a lot of time in reading a variety of materials because they may have no pleasure of testing marks. But in intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain specific and detailed information from the text. It is also intended to develop learners' awareness about vocabulary grammar, and discourse connectors. The teacher may interrupt and help them to achieve goal.

To motivate learners toward reading we may also set tasks for students. Harmer (2008) notes, "It is not enough to tell students to read aloud; we need to offer them a programmed which includes appropriate materials, guidance tasks and facilitates, such as permanent or portable libraries of book."

In this way, we come to know that extensive reading is reading for pleasure which is normally done outside the class. Students choose the text according to their interest and read in their own pace without going

in detail or doing study activities. Similarly, 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.

According to Harmer (2008), the following tasks can be used to train our students in extensive and intensive reading:

Task for extensive reading:

- Keeping diary
- Reporting
- Journal writing
- Commenting
- Summarizing
- Review writing

Task for intensive reading:

- Matching
- Combing ideas, sentences, or information
- Fill in the gaps
- Making list
- Choosing the best alternative
- Completing the table
- Labeling pictures, figures

From the above mentioned activities, given by Harmer (2008), we can evaluate students' extensive and intensive reading ability. It means we can provide the activities such as summarizing, matching, review writing, fill in the blanks and so on; if they can do those activities

successfully certainly they will have good command on extensive and intensive reading ability.

## b) Skimming and Scanning

We often read indistinctively different ways for different purposes. Sometimes, we do primarily or exploratory reading rather than reading whole text thoroughly. This kind of reading can be divided into two types, scanning and skimming. When scanning text, we look quickly through it to find some specific conformations. Whereas when we read for the purpose of getting general picture of the text, it is known as skimming. When we are skimming, we look quickly through a text just to get a general idea of what it is about, in other words, we are not engaged intensively in the text. We may be looking through certain lines or lexical chunks so that we can soon make the general impression of the text.

A number of skimming tasks have been suggested by David and Pearse (2008), for the foreign language teaching and learning purpose. Some of them are as follow:

- Comprising things or events
- Predicting and previewing
- Summarizing
- Selecting a title
- Creating a title
- Finding out gist.

From the above mentioned activities which are suggested by David and Pearse (2008), for skimming students' skimming reading ability can be measured by using such types of activities like comprising things or events, summarizing, selecting a title, finding out the gist and so on; if



they can do those activities successfully certainly they will have good command on skimming reading ability.

According to Hedge (2000), the following tasks can be used to train our students in scanning.

- Finding words, dates, name.
- Locating grammar features
- Completing table with specific information
- Make short list
- Comparing values or information and so on.

From the above mentioned activities which are suggested by Hedge (2000), for scanning students' scanning reading ability can be measured by using such types of activities like finding words, dates, name, making short list, locating grammar feature and so on; if they can do those activities successfully certainly they will have good command on skimming and scanning reading ability.

### c) Silent and Loud Reading

Reading can also be categorized into various types on the basis of procedures involved in it. Loud reading which is also known as oral reading which is concerned more with pronunciation and articulator process than with comprehension and inner thought. Silent reading in contrast, helps to develop thoughts and engages readers in the inner processing of the content and organization of the text. It is more concerned with higher level of comprehension and interpretation than pronunciation and articulation.

Reading aloud is advantageous for the beginners. It can also be used as one of the speaking and pronunciation activities. It may be helpful to

develop in students public skills such as; giving speech, announcing, advertising, news reading and so on.

Unlike loud reading, silent reading is primarily for comprehension, interpretation and critical analysis of what is being read. It encourages readers to use reading strategies such as using dictionary, glossary, making use of schemata, doing repetition of reading.

#### **2.1.4 Classroom Reading**

Classroom reading differs from real life reading in that it is the preparation process for real life reading. However, a classroom can be made as real as real life using the expertise of the teacher. When we are teaching reading in class we have to begin by asking ourselves a series of questions in order to make the lesson as effective as possible. It is not good enough to just hand the students a text with a set of questions, ask them to read the text and answer the questions and think that we are actually teaching something. Any learning that takes place in such a lesson will be incidental and not because of the teaching.

Classroom reading consists various types of text such as stories, dialogues, poems, dramas, news stories, essays and so on. While reading these genres in classroom there is limited time and students have to deal some activities related to them. It is felt more difficult due to time limitation than real life reading. However, classroom reading is felt more difficult by students we teachers have to make as easy as real life reading by being counselor, adviser, and guider. When students feel us as their friend, guider certainly they can do better in reading.

### **2.1.5 Comprehensive Reading Ability**

Reading Comprehension is the ability to easily and efficiently read text for meaning. Comprehension is what most people think is to understand a text. This is because comprehension is the main reason why we read. Ability means the capacity of person to grasp the meaning text while reading. It is the aspect of reading that all of the other serve to create. Sharma (2003) said, “Reading comprehension is the understanding what a text 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 last step of the reading process taught to children, after they have learned phonics, fluency and vocabulary. Richards et al. (1992, p 306) mention the following types of reading comprehension abilities.

#### **a) Literal Comprehension Ability**

It is an ability which is used to understand, remember or recall the information explicitly contained in a passage is called literal comprehension ability.

#### **b) Inferential Comprehension Ability**

The ability which is used to find information which is not explicitly stated in a passage, reader uses his/ her own experience and intuition by inferring is called inferential comprehension ability.

#### **c) Critical and Evaluation Comprehension Ability**

The ability that is used in order to compare information in a passage with the reader’s own knowledge and value is called critical and evaluation

comprehension ability.

#### d) Appreciative Comprehension Ability

The ability that is used to gain an emotional or other kind of valued response from a passage is called appreciative comprehension ability.

Besides these the reading comprehension abilities in general are as follow:

- Discovering Main Idea

Reading comprehension is an overall understanding of a text which can either be poetry or any kind of prose. Reading comprehension is the ability to easily and efficiently read text for meaning. Comprehension denotes the mental process by which listeners/readers take in the sounds/words produced by a speaker/writer to construct an interpretation of what they think the speaker/writer intended to convey. Discovering main idea is one of the terms to find out the reading ability of students. In such types of activity students have to find out main theme of the text they read that means students have to tell or write sentences in one fourth of each paragraphs. Write the main idea of the second paragraph of the text you read is one of example of discovering main idea.

- Identifying details

In reading comprehension students have to identify the detail of the text what they have read, the text may have denotative and connotative meaning. In the text there may hidden meaning also which students have to understand in order to understand overall text. Identifying details is one of the terms to find out the reading ability of students. In such types of activity students have to find out or identify details of text. Describe the

picture or table given in the text is one of the examples of identifying details.

- Finding out the meaning of vocabularies

Vocabularies are muscles of the sentence which give the shape to sentence. Within the sentence there are many vocabularies which have denotative and connotative meaning. The meanings of vocabularies have contextually different. While reading a text the students have to understand the meaning of vocabulary according to context of text. Finding out the meaning of vocabularies is one of the terms to find out the reading ability of students. In such types of activity students have to find out the meaning of vocabulary. Write the similar or opposite meaning of given words is one of the examples of finding out the meaning of vocabularies.

- Summarizing the information of the reading

Summary is a shortened form of writing. A summary contain all the main and important points of the original text. Summarizing is useful in reading, writing and in practical life. Summary writing is a very fine exercise in reading. If we read carelessly, only the vague idea of the passage or text can be understood. Summarizing the information of the reading is one of the terms to find out the reading ability of students. In such types of activity students have to summarize the text they read. Read the first paragraph of given text and write the summary in one third is one the examples of summarizing the information of the reading.

While we are going to find out reading comprehension ability of students we have conduct test by using different kind of test items such as short answer questions, true/ false item, multiple choice item, matching

item, fill in the blank item. While testing reading comprehension we need to test sub skills of reading.

Testing or reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative values of sentences or utterances, understanding the relation within the sentences understanding relation between the parts of a text through lexical and grammatical cohesive devices. Testing reading in general is testing of reading comprehension but specially testing reading refers to testing of all the components of reading skills. Reading varies according to the purpose of reading and the types of the text. It also depends on level of the learners.

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

A number of researches have been carried out on reading comprehension at different times. I have studied some of the researches related to my topic which are reviewed in following ways:

Pokhrel (2007) conducted a research on ‘Reading Comprehension Ability in the English Language.’ The objective of the study 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. The students’ average marks was 22.5 out of 50 full marks and mean value was 21.45 in the seen text whereas the average marks was 19.45 out of 50 full marks and mean value was 18.48 in the unseen text.

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 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 school in Morang district. He came up with conclusion that Tharu students are poor in reading comprehension ability in unseen text rather than in seen text. The students' average marks was 20.5 out of 50 full marks and mean value was 19.45 in the seen text whereas the average marks was 14.34 out of 50 full marks and mean value was 13.58 in the unseen text.

Dahal (2009) carried out a research on 'Reading Comprehension Ability of Bachelor Level Students'. The objective of her research was to find out reading comprehension ability of students studying in bachelor level in terms of the types of text. The population of her study was 50 students of Bachelor Level of three different campuses of Kathmandu valley. She carried out a research based on literary texts, poetry vs prose. Her study was based on survey design. As a sample, she took the population of B.A. first year students from different three campuses of the valley randomly. Under tools of data collection, questionnaire was used. The findings showed students had better comprehension ability in poetry than in essay. The students' average marks was 25.5 out of 50 full marks and mean value was 23.25 in the poetry text whereas the average marks was 20.67 out of 50 full marks and mean value was 19.5 in the essay text.

Similarly, Karki (2010) carried out a research on 'Strategies and Achievement of Adult Women Students of Grade 9 on Reading Comprehension.' His objective was to find out reading strategies employed by adult women students. The sample population of his study was sixty students of grade 9 from four school of Kathmandu valley. He used to test items of all questionnaires as a tool of data collection. His findings showed that all the students were not employed in talking

and guessing meaning of words and phrases according to the context as the reading strategies. Moreover, very few students (13.33%) study other related books and materials to know more about the lesson.

Mahato(2014) carried out a research on ‘Strategies used by Teachers in Teaching Reading’. The objective of his research was to find out the teaching strategies used by secondary English teacher to teach the reading text was forty English teachers of secondary level from twenty different secondary schools of Mohattari district. He used observation and interview for data collection tools. The finding of his study showed that most of the teachers of Mohattari district used different strategies while they teach reading text such as: guessing, language or word game, summarizing, skimming, scanning, paraphrasing, translating, silent and aloud reading, solving questions and extra- activities.

Furthermore, for the expansion of knowledge on my topic, I also reviewed the research work done by Pandey(2016). He carried out a research on ‘Reading Comprehension Ability of Higher Secondary Level.’ The objective of the study was to find out the reading comprehension ability of higher secondary level. Her research was based in survey design. The sample of the population for the study was thirty students of three schools from Syanja district. She used questionnaire as a research tool. The finding of her study showed that a reading comprehension ability of higher secondary level students from different of Syangja district is 79.19%. So, she found the ability of students satisfactory.

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

The literature review is an integral part of research process and makes a valuable contribution to conduct the research (Kumar, 2009).The most

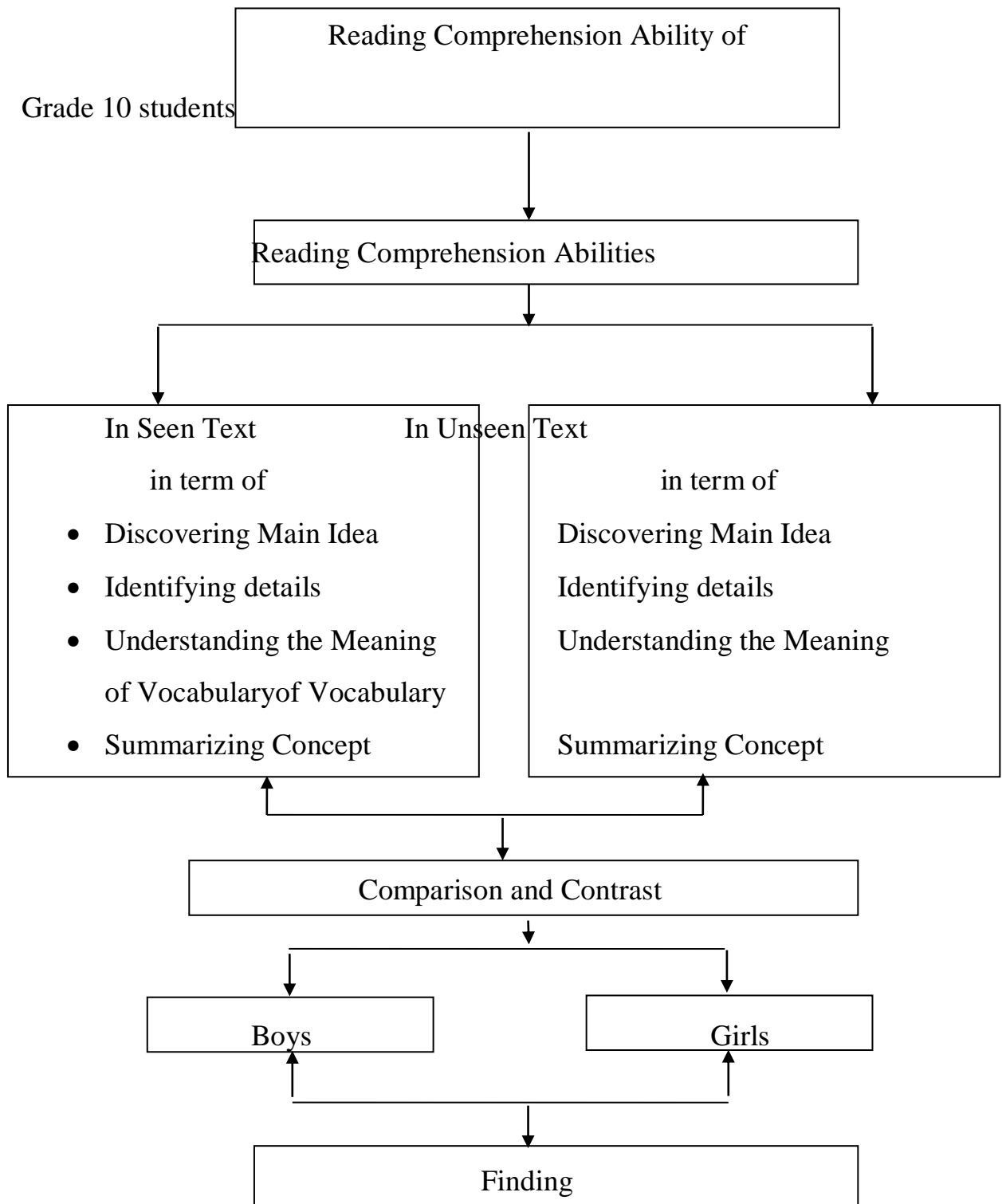


important function of literature review is to ensure researcher to read widely around the subject area in which s/he interested. A review of the related literature must precede any well planned study.

Thus, I have reviewed different previous research work, articles and books which are related to my topic. In literature, I have gone through different existing literature, different articles ELT journals and books. All these studies are related to the periphery of reading comprehension. After reviewing those research works and literature, I have got knowledge about reading comprehension, theoretical assumption of reading comprehension class room reading and activities, types of reading. From the book of Nuttall (2000) I came to know about reading comprehension ability. Thus, from the empirical review of Pokhrel (2007) I became able to select the sample population sampling strategy of my study. Similarly, Karki (2010) gave me the ideas to select the research design and helps to develop the tools of my study. Likewise, from the review of Mahato (2014), I got methodological insights about the study. From the research work done by Pandey (2016) helped me to develop the conceptual framework of my study. The theoretical and empirical literature review has provided me new direction of this research. It has helped me to make my research new.

## 2.4 Conceptual Framework

The conceptual framework of my study is given below:



## **CHAPTER: THREE**

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

This chapter deals with methodology which has included research design and method, population, sample and sampling strategy, field/ area of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The following methods and procedures were used to conduct the research in order to full fill the set objectives.

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

Research design is the set of methods and procedures used in collecting and analyzing measure of the variables specified in the research problem. I adopted survey research design. Survey research is a research design that is widely used in social and educational researches. Primarily it is carried out in the large numbers of population to find out an attitude, belief, ability or behavior of particular group of people or an individual as well. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. In this connection, in survey research data are gathered from relatively large number of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems objectives.

Following the ideas given by Cohen, Manion and Morrison (2007, p.209), I followed following fourteen steps procedures to undertake this survey research:

Step 1: Define the objectives

Step 2: Decide the kind of survey required

Step 3: Formulate research questions or hypotheses

Step 4: Decide the issues on which to focus

Step 5: Decide the information that is needed to address the issues

Step 6: Decide the sampling required

Step 7: Decide the instrumentation and the metrics required

Step 8: Generate the data collection instruments

Step 9: Decide how the data will be collected

Step 10: Pilot the instruments and refine them

Step 11: Train the interviewers (if appropriate)

Step 12: Collect the data

Step 13: Analyze the data

Step 14: Report the data

Defining objectives is the first and most important thing in any research design. Therefore, at first I defined my objectives. Then I decided the kind of survey required. In the third step I formulated research questions or hypotheses. In the fourth step I decided the issues on which to focus for study. After that, I decided the information that is needed to address the issues. Then I decided the sampling required. After that, I decided the instrumentation and the metrics required. Then, after I generated the data collection instruments such as questionnaires and interview. Then, I decided how the data would be collected and piloted the instruments and refined them. And then, I collected the data by using variety of test items. I analyzed it using appropriate statistical and descriptive tools like

mean, mode, and median and so on. Finally, after analyzing the data I prepared the report of my research.

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

The population of this study included all the grade ten students of Dang Deukhury valley. The sample of this study was 40 students (20 boys/ 20 girls) who were studying in grade ten in two public schools in Dang. The sample of this study was selected through the use of the purposive non-random sampling procedures.

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

The study area of the research was Dang Deukhury valley. Particularly, I selected 20 students from each of the schools of Dang district including 10 boys and 10 girls. The field of it is related to reading comprehension.

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

There are different types of research tools that the researchers can use in their study for the collection of data such as: observation, interview questionnaire. As this study was an attempt to find out reading comprehension ability of the students, the test items were used as the tools. One seen and one unseen text were included in the test items. I used different items such as true false, gap filling, synonyms, antonyms, short answer questions, summarizing the paragraph in the test items assigned to the students.

### **3.5 Data Collection Procedures**

- First of all, I visited the schools and met head teacher of selected schools. Then I clarified the purpose of visit.

- Then, I got permission to take at least one class in order to clarify my approach to the students.
- Next, I took a class to build rapport with students and the concerned authorities.
- Then, I requested a convenient date and time for the administration of the test.
- After getting permission to administrate the test I distributed the test items to the selected students and explain the instructions.
- After the completion of the test, I collected all the answer-sheets and marked them as a previously set scheme.
- I read and analyzed the related researches and books as secondary sources of data.

### **3.6 Data Analysis and Interpretation Procedures**

The systematically collected data were analyzed and interpreted descriptively. I followed both descriptive and statistical tools to analyze and interpret the data. The data collected from the test items were analyzed and discussed statistically and descriptively by using the statistical tools like mean standard deviation and z- test. The marks had been provided to each of the answer given by students on the basis of scoring scheme given in SEE (see appendix E).

## **CHAPTER: FOUR**

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

This chapter consists of analysis of data and the interpretation of the result. The summary of the findings is also included in the same chapter.

#### **4.1 Analysis of Data and Interpretation of the Results**

The collected data from the test items used in the research have been presented, analyzed and interpreted under this topic. The data were collected from 40 students of grade 10 studying in two different public schools of Dang district.

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

- Holistic analysis of reading comprehension ability.
- Gender-wise comparison of reading comprehension ability.
- Item-wise analysis of reading comprehension ability.

The participants were asked to read a seen text and complete the exercises related to finding out synonyms and antonyms, true/ false items, matching items, fill in the blanks, answer the comprehension questions and summarize. Similarly, they were also provided an unseen text and asked similar type of items. The data collected from the test have been presented in the tables.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done by using statistical tools such as mean and standard deviation. The following sections include the details of analysis and interpretation.

#### 4.1.1 Holistic Analysis of Reading Comprehension Ability

At first, I have analyzed and interpreted the proficiency of students in reading. On the basis of the students' obtained score in 50 full marks their holistic performance in reading comprehension seen and unseen texts is interpreted. The following table shows the interpretation of it:

**Table 1**  
**Overall Reading Comprehension Ability of the Students**

<b>S.N.</b>	<b>Obtained Marks in Seen Text</b>	<b>Obtained Marks in unseen Text</b>	<b>Aggregate/ Total</b>	<b>Number of Students</b>
1. Obtained Score	531	226	757	40
2. Average Score	13.28	5.65	18.93	-
3. Percentage	44.25	28.25	37.85	-

The table 1 shows the holistic score obtained by the students in both seen and unseen reading texts. The students obtained average mark was 18.93 which is 37.85 in percentage.

The data presented in the table 1 have been analyzed in terms of mean and standard deviation in the table 2 and 3 to make it more convenient.



**Table 2**  
**Mean Score of the Students**

<b>Marks Distribution</b>	<b>Middle Point (m)</b>	<b>No. of Students (f)</b>	<b>f x m</b>
0-10	5	4	20
10-20	15	22	330
20-30	25	9	225
30-40	35	1	35
40- 50	45	4	180
		N= 40	$\sum fm = 790$

Mean  $\bar{x} = \frac{\sum fm}{N}$       Here, X=  $\bar{x}$  Mean score

$= \frac{790}{40}$

$\sum fm =$  Grand total of score

$= 19.75$

N= No. of students

The table 2 shows the marks distribution of score obtained by 40 students. There were 4 students who obtained the score between 0-10 marks. Similarly, 22 students obtained the score between 10-20 marks and 9 students obtained the score between 20-30 marks. There was only one student who obtained score between 30-40 and there were 4 students who obtained the score between 40-50 marks. The grand total of score was 790.

The above data is calculated in mean score. The grand mean of the students' total score in reading comprehension test is 19.75 which is 39.5 in percentage. It is partially acceptable achievement of the students (D+ grade) on the basis of S.E.E. grading system. There were 35% (14) students who obtained their score above the grand mean and 65%

(26) students who scored below the mean score. The maximum score was 46 which achieved by only two students which was 92 in percentage. On the other hand, the lowest score was 6 which was achieved by only one student that was 12 in percentage. It was found that the students' holistic reading comprehension was partially acceptable on the basis of S.E.E. grading system (D+ grade: 30-40 below). The highest and lowest score achieved by the students were 46 (92%) and 6 (12%) respectively. It means there is significant difference between higher and lower scorer.

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

Where,  $x$  = Deviation of the items from the actual mean

$\bar{x}$  = Mean score

$m$  = Middle point

**Table 3**  
**Standard Deviation of the Obtained Scores**

<b>X</b>	<b>x<sup>2</sup></b>	<b>f</b>	<b>fx<sup>2</sup></b>
-15.75	248.06	4	992.24
-4.75	22.56	22	496.32
5.25	27.56	9	248.04
20.5	420.25	1	420.25
25.25	637.56	4	2550.24
		N= 40	$\sum fx^2 = 4707.1$

For Standard Deviation,  $SD = \sqrt{\frac{\sum fx^2}{N}}$

$$= \sqrt{\frac{4707.1}{40}}$$

$$= 10.84$$

The standard deviation 10.84 shows that the score is deviated from the mean score. It means their score is not all near the mean score. From this it was found that students' reading comprehension abilities are different from one another. So, it is concluded that students' holistic score in reading comprehension test is partially acceptable on the basis of S.E.E. grading system.

#### **4.1.2 Gender-Wise Comparison Reading Comprehension Ability**

There can be variation in reading comprehension ability of male and female students. In order to identify the gender variation in reading comprehension ability, the marks scored by the males and females in reading text have been presented, analyzed and interpreted under two different sub-headings:

- Reading comprehension ability of male students
- Reading comprehension ability of female students

##### **4.1.2.1 Reading Comprehension Ability of Male Students**

On the basis of the score that the male students obtained in the test under reading comprehension text, the data have been presented in table 4 and analyzed and interpreted by using percentile, mean and standard deviation. The following table presents the details:

**Table 4**  
**Reading Comprehension Ability of Male Students**

<b>S.N.</b>	<b>Obtained Marks in Seen Text</b>	<b>Obtained Marks in unseen Text</b>	<b>Aggregate/Total</b>	<b>Number of Students</b>
1. Obtained Score	325	143	468	20
2. Average Score	16.25	7.15	23.4	-
3. Percentage	54.17	35.75	46.8	-

The table 4 shows the total score obtained by the 20 male students in both seen and unseen reading texts. They obtained 468 in total. The average of which is 23.4 which is 46.8 in percentage.

The data presented in the table 4 have been analyzed in term of mean and standard deviation in the table 5 and 6 to make it more convenient.

**Table 5**  
**Mean of the Score Obtained by Male Students**

<b>Marks Distribution</b>	<b>Middle Point (m)</b>	<b>No. of Students (f)</b>	<b>f x m</b>
0-10	5	3	15
10-20	15	7	105
20-30	25	5	125
30-40	35	1	35
40- 50	45	4	180
		N= 20	$\sum fm = 460$

$$\text{Mean } (\bar{x}) = \frac{\sum fm}{N}$$

$$= \frac{460}{20}$$

$$= 23$$

The mean value of the male students' score in reading texts is 23 which is 46 in percentage. It is acceptable achievement of the male students (C grade) on the basis of S.E.E grading system. There were 50% male students who obtained their score above the mean value and 50% male students who obtained below the mean value. The maximum score was 46 which was obtained by two male students which was 92 in percentage and minimum score was 6 which was obtained by only one of the male student which was 12 in percentage.

To find out the individual male students' variation in marks, the standard deviation is also used to calculate their score.

Firstly,  $x = m - \bar{x}$  was calculated here.

Where,  $x$  = Deviation of the items from the actual mean

$\bar{x}$  = Mean score

$m$  = Middle point

**Table 6**  
**Standard Deviation of the Obtained Scores by Male Students**

<b>X</b>	<b>x<sup>2</sup></b>	<b>f</b>	<b>fx<sup>2</sup></b>
-18	324	3	972
-8	64	7	448
2	4	5	20
12	144	1	144
22	484	4	1936
		N= 20	$\sum fx^2 = 3520$

For Standard Deviation,  $SD = \sqrt{\frac{\sum fx^2}{N}}$

$$= \sqrt{\frac{3520}{20}}$$

$$= 13.26$$

Since standard deviation is 13.26, it shows that the score is deviated from the mean score. It means, students score is not all near the mean score. From this it was found that males reading comprehension abilities are different from one another.

#### **4.1.3.2 Reading Comprehension Ability of Female Students**

Similarly, the score that the female students obtained in the test under reading comprehension text have been analyzed and interpreted. The following table presents their obtained score, average score and percentage.

**Table 7**  
**Reading Comprehension Ability of Female Students**

<b>S.N.</b>	<b>Obtained Marks in Seen Text</b>	<b>Obtained Marks in unseen Text</b>	<b>Aggregate/ Total</b>	<b>Number of Students</b>
1. Obtained Score	201	83	284	20
2. Average Score	10.05	4.15	14.2	-
3. Percentage	33.5	20.75	28.4	-

The table 7 shows the total score obtained by the 20 female students in both seen and unseen reading texts. They obtained 284 in total. The average of which is 14.2 which is 28.4 in percentage.

The data presented in the table 7 have been analyzed in term of mean and standard deviation in the table 8 and 9 to make it more convenient.

**Table 8**  
**Mean of the Scores Obtained by Female Students**

<b>Marks Distribution</b>	<b>Middle Point (m)</b>	<b>No. of Students (f)</b>	<b>f x m</b>
0-10	5	1	5
10-20	15	14	210
20-30	25	5	125
30-40	35	0	0
40- 50	45	0	0
		N= 20	$\sum fm = 340$

$$\text{Mean } (\bar{x}) = \frac{\sum fm}{N}$$

$$= \frac{340}{20}$$

$$= 17$$

The mean value of the female students' score in reading texts is 17 which is 34 in percentage. It is partially acceptable achievement of the female students (D+ grade) on the basis of S.E.E grading system. There were 25% female students (5) who obtained their marks above the mean value and 75% female students (15) who obtained below the mean value. The maximum score was 22 which was obtained by only one of the female student which was 44% of the full mark and minimum score was 9 which was obtained by only one of the female students which was 18 in percentage.

To find out the individual female students' variation in score, the standard deviation is also used to calculate their score.

Firstly,  $x = m - \bar{x}$  was calculated here.

Where,  $x$  = Deviation of the items from the actual mean

$\bar{x}$  = Mean score

$m$  = Middle point



**Table 9**  
**Standard Deviation of the Obtained Scores by Females**

<b>X</b>	<b>x<sup>2</sup></b>	<b>f</b>	<b>fx<sup>2</sup></b>
-12	144	1	144
-2	4	14	56
8	64	5	320
		N= 20	$\sum fx^2 = 520$

For Standard Deviation,  $SD = \sqrt{\frac{\sum fx^2}{N}}$

$$= \sqrt{\frac{520}{20}}$$

$$= 5.1$$

The standard deviation is 5.1. It shows that the score is deviated from the mean score. It means students score is not all near the mean score. From this it was found that female students' reading comprehension abilities are different from one another.

In comparison to the male students' score, the female students' score in the reading comprehension texts was found to be highly deviated from the mean score as the standard deviation of the male students' score was 13.26 whereas female students' was 5.1.

In order to find out the distribution of public schools male and female students' 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 females and males can be calculated. It was done through the following formula:

$$S = \sqrt{\frac{(x_1-1)SD_1 + (x_2-1)SD_2}{n_1+n_2-2}}$$

Where,

S= Combined standard deviation

$n_1$ = No. of students in the first variable (males)

$n_2$ = No. of students in the second variable (females)

$SD_1$ = Standard deviation of the first variable (males)

$SD_2$ = Standard deviation of the second variable (females)

$$\begin{aligned} S &= \sqrt{\frac{(20-1)13.26 + (20-1)5.1}{20+20-2}} \\ &= \sqrt{\frac{19 \times 13.26 + 19 \times 5.1}{40 - 2}} \\ &= \sqrt{\frac{251.94 + 96.9}{38}} \\ &= \sqrt{\frac{348.84}{38}} \\ &= 3.02 \end{aligned}$$

To calculate z-test or distribution of the above two variation, the following formula can be applied with 5 percent level of signification, i.e.

- -

$\alpha = 0.05$  and  $z_{0.025} < -1.96$  and  $z_{0.025} > 1.96$  and the degree of freedom ( $\partial$ ) = 38

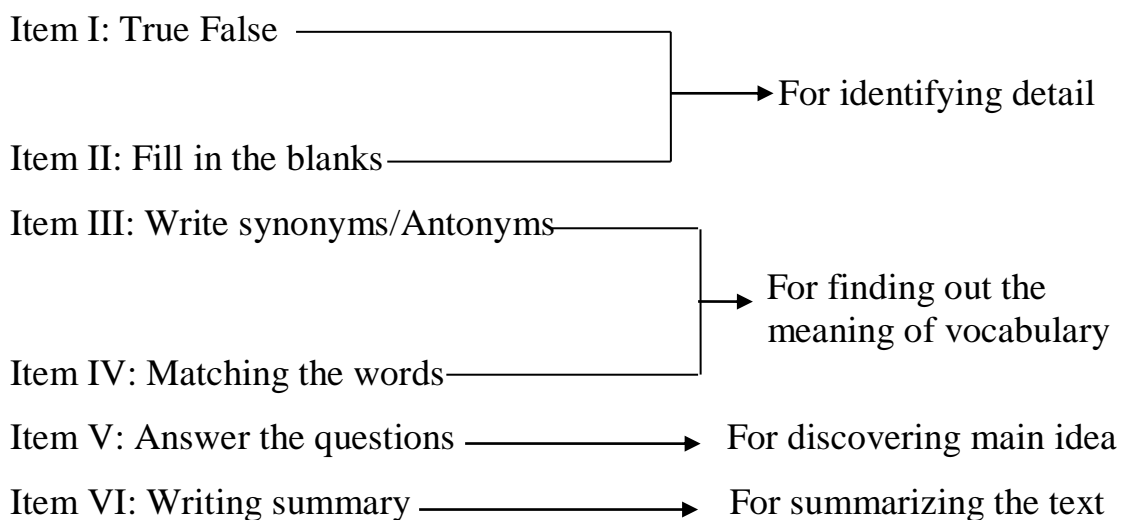
$$\begin{aligned}
 Z &= \frac{x_A - x_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_1}}} \\
 &= \frac{23 - 17}{3.02 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
 &= \frac{6}{3.02 \sqrt{\frac{2}{20}}} \\
 &= \frac{6}{3.02 \sqrt{\frac{1}{10}}} \\
 &= 19.86
 \end{aligned}$$

To calculate value of the two groups i.e. males and females (z-calculated) is 3.02 which is more 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 public schools’ male and female students is equal’ is not accepted and we come to the conclusion that the reading comprehension ability level of public schools’ male and female students is different in reading texts.

#### **4.1.4 Item-Wise Analysis of Reading Comprehension Ability**

The test administered to the students consisted of 6 different test items which were based on the first objectives of the study i.e. reading comprehension ability in terms of discovering main idea, identifying detail, finding out the meaning of vocabulary and summarizing the information after reading (Harmer, 2008). To assess the reading

comprehension ability of the students in terms of identifying details, finding out meaning, discovering main idea and summarize the text, the following items were used.



Both seen and unseen texts were asked to the students which consisted six different items as they are presented above. The students' item-wise achievements in both of the text have been presented in table 10,11,12 and 13 respectively.

**Table 10**

**Reading Comprehension Ability in Identifying Details**

S. N.	Test Items	Full Marks	Purpose	Obtained Marks	Average Marks	Percentage
1	I	4	Identifying details	86	2.15	53.75
2	II	8		138	3.45	43.13

The table 10 depicts the total score obtained by students in two test items i.e. true false item and fill in the blanks item which were asked for identifying details. The students' obtained average score was 2.15 out of 4 full marks in true false item which is 53.75 in percentage whereas 3.45

out of 8 full marks in fill in the blanks item which is 43.13 in percentage. So, it becomes clear that students have acceptable proficiency in identifying details.

**Table 11**  
**Reading Comprehension Ability in Finding out the Meaning of Vocabulary**

<b>S. N.</b>	<b>Test Items</b>	<b>Full Marks</b>	<b>Purpose</b>	<b>Obtained Marks</b>	<b>Average Marks</b>	<b>Percentage</b>
1	III	8	Finding out the meaning of vocabulary	124	3.1	38.75
2	IV	6		134	3.35	55.83

The table 11 depicts the total score obtained by students in two test items i.e. writing synonyms/ antonyms items and matching item were asked for finding out the meaning of vocabulary. The students' obtained average score was 3.1 out of 8 full marks in writing synonyms/ antonyms items which is 38.75 in percentage where as 3.35 out of 6 full marks in matching item which is 55.83 in percentage. From the data given in table, it can be concluded that students have acceptable proficiency in finding out the meaning of vocabulary.

**Table 12**  
**Reading Comprehension Ability in Discovering Main Idea**

<b>S. N.</b>	<b>Test Items</b>	<b>Full Marks</b>	<b>Purpose</b>	<b>Obtained Marks</b>	<b>Average Marks</b>	<b>Percentage</b>
1	V	20	Discovering main idea	371	9.28	46.38

The table 12 depicts the total score obtained by students in a test item i.e. answer the question item which was asked for discovering main idea. The students' obtained average score is 9.28 out of 20 full marks which is 46.38 in percentage. So, it can be concluded that students' proficiency is acceptable in discovering main idea too.

**Table 13**

**Reading Comprehension Ability in Summarizing the Information**

<b>S. N.</b>	<b>Test Items</b>	<b>Full Marks</b>	<b>Purpose</b>	<b>Obtained Marks</b>	<b>Average Marks</b>	<b>Percentage</b>
1	VI	4	Summarizing the information	25	0.63	15.63

The table 13 depicts the total score obtained by students in a test item i.e. writing summary item which was asked for summarizing the information. The students' obtained average score is 0.63 out of 4 full marks which is 15.63 in percentage. So, it can be concluded that students have very insufficient proficiency in summarizing the information.

From the above presentation and analysis of data in table 10, 11, 12 and 13, it can be concluded that the students scored the highest average score (55.83% of its weightage 6) in item IV i.e. matching types of question (identifying details) . On the other hand, they scored the lowest average score (15.63% of its weightage 4) in item VI i.e. summary writing (summarizing the information). However, in item I i.e. true/false, they scored more than 50 % of its weightage 4 (53.75%). But in other remaining items, the students achieved less than 50% score.

## **4.2 Summary of Findings**

This section of study deals with the summary of the findings of the study. On the basis of the presentation, analysis and interpretation of the data the major findings of the study have been summarized below in three sections:

### **A. Holistic Analysis of Reading Comprehension Ability**

- It was found that the students' holistic reading comprehension was 'partially acceptable' (grand mean value: 19.75 out of 50 which was 39.5%) on the basis of SEE grading system (D+ grade: 30-40 marks).
- It was found that the students' reading comprehension abilities are different from one another as the value of Standard Deviation was calculated as 10.84.
- The male students are better in reading comprehension than the female students.

### **B. Gender-Wise Comparison of Reading Comprehension Ability**

- The mean value of male students' score in reading comprehension text is 23 which is 46 in percentage, it is satisfactory on the basis of S.E.E. grading system. However, as it is below 50% it is not good enough.
- It was found that with the standard deviation 13.25 the male students' reading comprehension abilities are different from one another in reading text.
- The mean value of female students' score in reading comprehension text is 17 which is 34 in percentage, it is not satisfactory on the basis of S.E.E. grading system.

- Only five of the female students scored above the mean value. The highest score was 22 obtained by only one female student which is 44 in percentage and lowest mark was 9 obtained by only one female student which is 18 in percentage.
- It was found that reading comprehension ability level of the male and female students was different in reading texts.
- In comparison to the male students' scores the female students' score was found to be highly deviated from the mean score in reading texts as the standard deviation of the male students' score was 13.26 where as female students' was 5.1.

### **C. Item-Wise Proficiency in Reading Comprehension**

- In context of seen texts, it was found that the students scored the highest average mark in 'matching item of question' (identifying details) i.e. 3.35 out of 6 full marks which is 55.83 in percentage where as they scored the lowest average mark in 'Summary writing item' (summarizing the information) i.e. 0.63 out of 4 full mark which is 15.63 in percentage.
- In context of unseen texts, it was found that the students scored the highest average mark in 'synonyms/antonyms item of question' (finding out the meaning of vocabulary) i.e. 1.93 out of 4 full marks which is 48.13 in percentage where as they scored the lowest average mark in 'fill in gap item' (finding out the meaning of vocabulary) i.e. 1.34 of 4 full mark which is 30.63 in percentage.
- The students' scored satisfactory score in 'answer the question' (discovering the main idea) i.e. 9.28 out of 20 full marks which is 46.38 in percentage. It was somehow satisfactory.
- It was found that students do better in seen text than unseen text.



## **CHAPTER: FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter deals with conclusion and recommendations of the study.

The conclusion was drawn from the discussion of the findings.

#### **5.1 Conclusion**

Reading opens the gates of knowledge. Reading, generally, means understanding or making sense of a given text. It is the total understanding of a message in a text. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the readers have to be actively involved and have to work to get the meaning out. Understanding a written text means extracting the required information from it as efficiently as possible. It is called reading comprehension which involves understanding the value of each utterance that composes it.

The study was mainly concerned with finding out the level of comprehensive reading ability of grade ten students' and to compare and contrast the proficiency level of boys and girls. It was found that the students' overall reading comprehension was partially acceptable on the basis of SEE grading system (D+ grade: 30-40 marks out of 50). The highest and lowest score obtained by the students were 46 (92%) and 6 (12%) respectively. The mean values of the male and female students' scores included 23 and 17 mark out of 50 full marks in reading text. It shows that the students have average reading comprehension ability in English. Similarly, it was found that the students' reading comprehension abilities were different from each other in reading text as the standard deviations were 13.26 and 5.1 respectively. They had slightly better performance in seen texts in comparison to unseen one.

Similarly, comprehensive reading ability of students in different test items appeared differently. Likewise, the students scored the highest average mark in ‘matching item of question’ (identifying details) in seen texts and ‘Synonyms/Antonyms test items’ (finding out the meaning of vocabulary) in unseen texts whereas they obtained the lowest average mark in ‘Writing summary’ (summarizing the information) in seen text and ‘Fill in the Gaps’ (Identifying details) in unseen text. However, they scored somehow satisfactory average mark in ‘Answering the question’ (discovering the main idea) in both seen and unseen.

In sum, the reading ability of public school students was below the 50%. However, it was ‘average’ as more than half of the students achieved their scores above the mean value. They performed slightly better in seen text than unseen one and reading comprehension of male students was found better than female students. The students’ main difficulty area was summarizing the text since their average score was 0.63 out of 4 full marks which is 15.63 in percentage. According to S.E.E. grading system it is very insufficient proficiency.

## **5.2 Recommendations**

Every research study should have its recommendations. So, this research work has also some recommendations. The recommendations of findings have been presented under the sub-heading: recommendation 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 finding of this study shows that the students' proficiency level is poor in reading comprehension. It is because they achieved 18.93 average marks out of 50 full marks. So, it can be recommended that the concerned authorities should provide practical tips, training and workshops to the teachers in order to enhance students' reading comprehension.
- Similarly, the finding shows that the students reading comprehension ability is poor in unseen text than seen text. It is because students' average score was 13.28 out of 30 full marks in seen text whereas 5.65 out of 20 full marks. So, it necessary to give more weightage to unseen text while constructing curriculum by expert or course designer.
- Specially, reading comprehension should be taken as an important part of overall language comprehension. So, the policy makers like experts, textbook writers, course developers and teacher trainer should design the course and activities that help to enhance the reading comprehension of the students.
- The finding shows students have least proficiency in summarizing the information. So, in curriculum, course and text there should be included more exercises related to summarizing.

### **5.2.2 Practice Related**

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

- The finding of this study shows that students are poor in unseen text than seen text. So, the teachers should give more emphasis in unseen text while teaching reading.

- The finding shows that students' proficiency is poor in unseen text due to lack of practice on it. So, students should be encouraged to read different authentic materials such as newspapers, magazines to develop their ability in unseen texts.
- The finding shows students' performance is very poor in summary writing. So, summary writing exercise should be focused more along with different writing based exercises on reading texts while teaching.
- The finding of this study reflects female students have poor proficiency than male students. So, it is suggested that female students should be encouraged, coached and guided more than male students that means students should be encourage coached and guided without biasness.

### **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 new researchers who are interested in this study area can study in policy of MOE and NCED about developing language ability of the students in term of various skills and aspects.
- The new researchers can study on the reading comprehension ability of Basic level and/ or tertiary level students.
- The new researchers can study on comparison between reading comprehension ability of the private schools students and public schools students.
- The new researchers can study strategies used by the students to solve the reading comprehension text.

## Appendix- A

Dear students,

I am going to carry out the research work entitled ‘ Reading comprehension ability of grade ten students of Dang Deukhury valley’ under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of Education, T.U. Kirtipur. Please go through the following reading text, read thoroughly and answer the question given.

## Appendix- B

Test I (seen text)

Name:-.....Class:-.....

School's Name..... Sex.....

### **1- Read the text and do the activities given below: 30**

Human trafficking is one of the cross cutting issues. It is a worldwide serious concern. Human trafficking is an illegal trade of human beings for sexual exploitation, forced labour, extraction of organs or tissues and so on. According to the United Nations Office on Drugs and Crime (UNODC), human trafficking is the recruitment or transportation of person by means of the threat or use of force or other forms of abduction, fraud or deception, or for the purpose of exploitation. It knows no gender, age race and boundaries.

Victims are trafficked within a country or transnational. They are smuggled because they are forced to work as prostitutes, domestic servant, beggars, factory workers, mine workers, circus performer and child soldier. It is like another form of slavery. The majority of trafficking victims are women and children because of their marginalization in many societies and their limited economic resources. Beside them, other key target groups include people from low income households, ethnic minorities, illiterate or people with low level of education, refugees, illegal migrants, children running away from home, and other. Member of split families are also prone to it. Women of forced marriage and early marriage, deserted wife, widows and discriminated daughters are easily victimized.

Traffickers prey on the most vulnerable members of society. In order to deceive, first, they take help of local people to identify such families. They may provide economic incentive and financial loans to their friends, relatives, family, spouse or even parents. At time, most victims are lured to promises of better jobs or well paid job in cities, false marriages and proposals, easy money, dream of sophisticated life and other. Victims of earthquakes, floods, wars and epidemic can easily be smuggled.

Most victims are involved in slavery like practices, and kept in prison like environment. It is because they can be physically and sexually abused. They have to work long hours without any rest or recreation. They never get medical facility when they fall sick. They are either paid less or their earnings are with held with prolonged indebtedness to traffickers.

Our constitution has preserved the right to freedom. Therefore, we must fight against trafficking of persons. In addition to legislation, the Nepal government, the Ministry of Women, Children and Welfare, various INGOs and NGOS and many other organizations in Nepal are dedicated to combat human trafficking.

If we suspect anyone involving in such illegal activities, we have to report the police or any member of concerned organizations. We can also use helpline numbers anytime to inform about victims or traffickers. Our little effort will be a great help to control violation of human right.

**A-Write 'T' for true and 'F' for false statements: 1x4=4**

- a) Marginalized women and children are prone to trafficking.
- b) Traffickers victimize the targeted people by luring to promises of better job in cities.

- c) Human trafficking is a form of welfare.
- d) Human trafficking knows gender, age, race and boundaries.

**B- Fill in blanks with appropriate words from the text: 1x4=4**

- a) The majority of trafficking victims are.....
- b) Human trafficking is an ..... trade of human beings.
- c) Illiterate people with low income are one of the ..... groups of trafficking.
- d) ..... are to inform about victims or trafficker.

**C) Find the words/ phrase from the text as directed in the bracket: 1x4=4**

- a) legal (opposite/ synonym)    b) kidnap (closest/ antonym)
- c) wild (opposite/ synonym)        d) doubt (closest/ antonym)

**D- Match the following: 1x6=6**

**Column 'A'**

**Column 'B'**

- |                |  |
|----------------|--|
| a) trafficking | i) a person who has been forced to leave their country or home |
| b) prostitute  | ii) a sudden rapid increase in how often something bad happens |
| c) refugee     | iii) buying and selling something illegally                    |
| d) epidemics   | iv) a law or set of laws passed by a parliament                |
| e) legislation | v) a person who has sex for money                              |
| f) worldwide   | vi) All over the world   |



**E) Answer the following questions: 2x4=8**

- a) How do you define human trafficking?
- b) What sort of victims easily smuggled by traffickers?
- c) Why are human being trafficked?
- d) What does UNODC stand for?

**F) Read the first paragraph and write the summary in one third. 4**

## Appendix- C

Test II (unseen text)

Name:-.....Class:-.....

School's Name..... Sex.....

**2- Read the following advertisement and answer the following questions: 20**

### WANTED IMMEDIATELY

A highly reputed organization of Choudhry group is seeking a Marketing Supervisor. Interested and qualified candidates are requested to send their bio-data along with handwritten applications and a recent passport size photograph, and contact phone number, within 20<sup>th</sup> June, 2007.

Required academic qualification and extra qualifications are given below:

Excellent communication skill in English

- a) Must be an MBS degree holder.
- b) Must have three years experience in the related field.
- c) Able to speak three local languages.
- d) Excellent in handling computer.

**Contact Address:**

The Manager

GPO Box 1819, Bhaktapur

**A) Find the words/ phrase from the text as directed in the bracket:**

**1x4=4**

- a) long ago (opposite/ synonym)    b) curriculum vitae (closest/ antonym)  
c) receive (opposite/ synonym)    d) competitor (closest/ antonym)

**B) Fill in the blanks with suitable words from the advertisement:**

**1x4=4**

This is an example of an advertisement. A person who has passed ..... and is ..... in communication skill in English can apply for the post. Willing and qualified candidates can send their application within..... The selected candidates should work as a .....

**C) Answer the following questions: 3x4=12**

- a) Who is being sought by the organization?  
b) Who can apply for the post?  
c) Mention the deadline to apply for the post.  
d) What is the post advertised?

## APPENDIX E

### The Table of S.E.E. Grading System

S.N.	Obtained Marks distribution in percentage	Grade	Description	Grade Point
1	90 above	A <sup>+</sup>	Outstanding	4.0
2	80 up to 90 below	A	Excellent	3.6
3	70 up to 80 below	B <sup>+</sup>	Very good	3.2
4	60 up to 70 below	B	Good	2.8
5	50 up to 60 below	C <sup>+</sup>	Satisfactory	2.4
6	40 up to 50 below	C	Acceptable	2.0
7	30 up to 40 below	D <sup>+</sup>	Partially acceptable	1.6
8	20 up to 30 below	D	Insufficient	1.2
9	20 below	E	Very insufficient	0.8

### Table of Scoring Scheme

S.N.	Items of questions	No. of questions	Full Marks	Reference
1	True False	4	4	Each of the questions' bears 1 mark if they do correctly they will be provided 1 mark for every correct answer
2	Fill in the blanks	8	8	
3	Writing synonyms/ antonyms	8	8	
4	Matching the words	6	6	
5	Answer the questions	8	20	The answer will be checked on the basis of content and grammar both of them bears 50 % of mark of each questions.
6	Writing summary	1	4	This answer also will be checked on the basis of content and grammar both of them 50 % of full marks

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