

Reading Comprehension Ability of Grade Eleven Students

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

645 (S)

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

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This is to certify that **Mr. Buddhi Prasad Paudel** has prepared this thesis entitled **Reading Comprehension Ability of Grade Eleven Students** under my guidance and supervision.

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Dedication

Dedicated to

My **Parents and Gurus** whose blessings are with me forever.

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Abstract

The present research entitled **Reading Comprehension Ability of Grade Eleven Students** aimed to explore the reading comprehension of secondary level students and to compare and contrast with the proficiency of students in reading comprehension. In the research, seen reading text of twenty marks test was administered as a tool which was followed by objectives and subjective questions. Forty-four students from two public schools of Sindhuli district were selected by using non-random purposive sampling strategies. The received data were shown in tables. The data were analyzed and discussed quantitatively using mean and standard deviation. The major findings displayed that the eleventh grade students reading comprehension is satisfactory. Through the analysis of data, it was found that the reading comprehension ability of girls was better than those of boys. The collected data revealed that 100% (22) girls passed in the test whereas (90.9%) 20 boys out of 22 passed in the test. The girls reading comprehension ability was better than those of boys'. The boys 'reading comprehension ability in true and false and short answer question items was weaker than those of the girls. But in case of re-arranging question items, both girls' and boys' comprehension ability was similar.

This thesis consists of five chapters. The first chapter deal with the introduction of the study which consists of background of the study, statement of the problems, objective of the study, research questions, significant of the study, and operational definition of key words. Similarly, the second chapter deals with the review of related literature and conceptual framework. The chapter three is called method and procedures of the study which incorporates of design of study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical considerations. In the same way, chapter four encompasses analysis and interpretation of the results in terms of subjective and objectives test items and overall comprehension of reading texts. The chapter five deals with findings, conclusion, and recommendation which is followed by some policy, practice related and further research related. References and appendices have been included at the end of the research.

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List of Abbreviations/Acronyms/Symbols

%	-	Percentage
/	-	slash
B.A	-	Bachelors in Arts
CDC	-	Curriculum Development Centre
CEHED	-	Centre for Education and Human Resources Development
Dr	-	Doctor
ELT	-	English Language Teaching
et al	-	and other people or things
Etc	-	et cetera
F.M	-	Full Marks
Fig.	-	Figure
i.e.	-	that is to say
M.Ed.	-	Master of Education
MOEST	-	Ministry of Education, Science and Technology
NEB	-	Nepal Examination Board
No.	-	Number
P	-	Page /Pages
P.M.	-	Pass Marks
Regd	-	Registration
S.N.	-	Serial Number