

Chapter I

Introduction

The introduction part of the study entitled "**Reading Comprehension Ability of Grade Eleven Students**" includes background of the study, statement of the problem, rationale of the study, objectives of the study. Research questions, delimitation of the study and operational definition of the key terms.

Background of Study

This is a study on Reading Comprehension Ability of Grade Eleven Students. Reading comprehension is the ability to process what is being read, understand the meaning the author is trying to convey both textually and subtextual. The reading skill works as foundation for developing speaking and writing skills of language. 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. Ur (2013) states reading is to grasp information from graphic representation of language; it is the most common and the easiest means of receiving printed information.

Khaniya (2005, p.139), "Reading is handled as reading comprehension." Reading comprehension refers to extracting required information from printed text as effectively as possible. 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 two 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.

Similarly, Nuttal (2000,p.54) holds the view that reading comprehension is not merely function of capabilities within a reader. A reader encounters different kinds of texts in terms of their difficulty level. The difficulty level is partly because of the reader's inability to process it and partly because of the writer's way of asking it difficult.

The present secondary level English curriculum 2015 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 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 cannot 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.

Statement of the Problem

Reading comprehension means the complete understanding of the written texts. People read for many reasons but understanding is always a part of their purpose. 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 difficult activity for government school students due to different problems such as mother tongue interference, lack of resource materials, crowded class and so on. Apart from these, Carrel and Grabe (2000) have outlined some language related problem of second language readers. These include: word recognition, fluency, vocabulary, and L1 interference. Reading is a receptive skill through which reader internalizes knowledge from the text.

I have been teaching English since 2073 B.S. at lower secondary and secondary level in government aided school. I have also an experience of teaching English to the students of private school. In my experience, too I found that public schools' students are relatively poor in reading comprehension. Therefore, I chose 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. Thus, based on my experiences the problem being addressed in this study is comprehensive reading ability of grade 11 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 cannot do the comprehension exercises. However, 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 would 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, this invited me to find out the current level of proficiency of public-school students of grade eleven students.

Objectives of the Study

The objectives of the research were as follows:

- a) To find out the reading comprehension ability of the eleven grade students of public school in terms of school and gender.
- b) To compare the reading comprehension ability of boys' and girls' students.
- c) To suggest some pedagogical implementations.

Research Questions

The study was carried out to figure out the answer of following research questions:

- a) What are the difficulty areas in reading comprehension to the students?
Among four areas: multiple choice questions, true and false, rearranging, and short answer questions.
- b) What is the difference between reading comprehension ability of boys and girls of eleventh grade?

Rationale of the Study

The outcomes of the study are significant to those who are interested in language teaching and learning English. At first, it is beneficial to the students and teachers to get depth information about reading comprehension abilities of the students. It can also be interesting as well as helpful for those who are really interested in studying about reading comprehension skills. 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. This study is beneficial for all those who are involved in the field of the English language teaching and learning directly and indirectly. Finally, it is useful for those who are directly and indirectly interested to be well known about the practice made in the field of education.

Delimitations of the Study

This study had following limitations:

- a) This study included only public schools of Sindhuli, Tinpatan Valley.
- b) The data was collected from the students of two secondary schools of Sindhuli.
- c) Test items were used as a tool for data collection.
- d) It only included grade 11 students of two public schools of Sindhuli.
- e) Only seen reading text-based test items were used.

Operational Definition of Key Terms

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.

Public school. It refers to the schools that receive regular government grants and provide free education.

Reading comprehension. The process by which grade 11 students of public school of Sindhuli understand the meaning of written text through a variety of test items such as true false, matching the words and so on.

Seen text. Seen text refers to the piece of text which is in the textbook of concerned class. In my research, seen text is the reading comprehension text that is used to find out the reading comprehension ability of grade eleventh students.

Chapter II

Review of the related Literature and Conceptual Framework

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

Review of Theoretical Literature

In this sub-section deals with different theoretical perspective. My discussion particularly focuses on reading, reading comprehension, types of reading, classroom-reading comprehension. This chapter begins as follows.

Reading is one 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 say the next". It is an active receptive skill because the reader has to be actively involved in order to receive information.

In this regard, Rivers (1968, p.214) says:

In many countries, foreign languages are learned by number of students who will never have the opportunity of conversing with a native speaker, but also will have access to the literature and periodical, or scientific and technical journals written in the language. Many students will need these publications to assist them with further studies or in their works; other will wish to enjoy them in their leisure time.

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 reducing 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 can be included in the test depending on the purpose and context of testing.

Reading comprehension. Reading comprehension involves two different processes. Reading does not necessarily involve comprehension. However, comprehension is must in reading comprehension, Hornby (1995), defines reading as looking at and understanding the meaning of written or printed words or symbol. 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.

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. Further, 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.

Likewise, Munby (1986) presents the following as reading subskill in his category of taxonomy of language skills. These are described as follows:

- i) Recognizing the script of a language
- ii) Understanding conceptual meaning
- iii) Understanding the communicative value of sentences
- iv) Interpreting indicator in discourse
- v) Understanding relation within sentence
- vi) Understanding basic reference skills
- vii) Distinguishing the main idea from supporting details

Types of reading. “Reading is the mind what exercise is to the body,” said English author Joseph Addison. Every reader has some purposes of reading in mind before going through a text. The comparison could not be more fitting. Just as one needs exercise to build physical strength, one needs to read to build mental muscles. 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 to Doff (1995) here are some reading types:

Intensive and extensive reading. Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Examples of Intensive Reading: bookkeeping report, insurance claim, contract.

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

In the discussion of reading comprehension Hughes (2000) argues that the nature of extensive reading will vary with the students' motivation and 14 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.

Scanning reading. Scanning reading is to read a text quickly in order to find specific information, e.g., figures or names. Students just focus on what is related to their search. It is speed reading. 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. It is a search reading as well. It focuses on its attention

to see a particular point is presented on a text or to locate it. Scanning reading ability can be measured by using different 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 scanning reading ability.

Cross (1992, p.260) has suggested the following activities.

- a. Check dates
- b. Shopping list
- c. Find new word for old
- d. Locate grammar features
- e. Compare detail
- f. Newspaper deadlines

Skimming reading. Skimming is a strategic, selective reading method in which one focuses on the main ideas of a text. When skimming, deliberately skip the text that provides details, stories, data or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, bold words and text features. Skimming is extracting the essence of the author's main idea rather than the finer point. According to Harmer (2008, p.283) "Skimming focuses its attention for the purpose of getting the gist of a text". Likewise, 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.

Loud reading. Loud reading which is also known as oral reading which is concerned more with pronunciation and articulator process than with comprehension and inner thought. Reading aloud builds many important foundational skills, introduces vocabulary, and provides a model of fluent, expressive reading and help children recognize what reading for pleasure is all about. Doff (1995, p. 68) stated "Reading aloud is completely different activity; its purpose is not just to understand a text but to convey the information to someone else." Reading aloud is useful for the student of early stage because they cannot pretend of reading in this reading.

Silent reading. Silent reading is a reading skill which allows one to read without voicing the words. This may involve sub vocalization or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to

imagine the sound of the word as it is read. By combining sustained silent reading and out of class pleasure reading, students gradually move from a to read orientation to a reading to learn frame work(Bell, 2001). 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.

Different stages of comprehension in reading. There are some ways to grasp better understanding of any text written. Some reading stages leads one to have good understanding. Reader cannot get detail understanding of the text based on the superficial reading of the text. Tickoo (2009, pp.44-45) has involved four hierarchical phases. They are:

- a) Descriptive phase: In this phase the readers focus is on the information contained in the text. The questions asked here encompass, what happened, when and how and who did it or even why. Most such answers represent the surface level of comprehension where reading is largely an act of receiving.
- b) Personal interactive phase: Personal interactive phase is related to the information of the text to their own experiences and feelings.
- c) Critical analysis phase: Reader relates the text to broader social issues and may draw conclusion asked at this stage may include ‘it is valid, or does it benefit some or all or few people etc. the main focus of this activity is to deepen their comprehension of events and to explore their social implications.
- d) Creative action phase: In this phase, reader tries to translate the result of the first three phases into concrete action. They do so to improve theirs lives of others who may benefit from such action.

Reading comprehension ability. 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.

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.

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.

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 20 comprehension ability.

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 paragraph. Write the main idea of the second paragraph of the text you read is one of example of discovering main idea.

Identifying detail. 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 21 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 contains 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 22 items, 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.

In final words, 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. Reading comprehension is the understanding what a text about. It is more than just understanding words in isolation. It is putting them putting them together and using prior knowledge to develop meaning.”

Reading skills in secondary level English curriculum in Nepal. New curriculum of English has been heavily changed in secondary level. The curriculum is based on the communicative approach in language teaching. Communicative approach includes four skills of language and its functions in its contents that is why 40% score is allocated in exam for reading skills. The curriculum has stressed on to have good communication skills in students on this level. The following mottos are given here,

- a. Getting specific information from the text
- b. Reading short texts intensively for detailed information and understanding
- c. Read longer texts extensively for general understanding
- d. Show understanding of an argument
- e. Use proper and trusted dictionary for effective vocabulary
- f. Interpret the information presented in diagrammatic forms (graphchart, piechart, table etc.)
- g. Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.

Review of Related Empirical Literature

Many researchers have carried out their researches on the topic and its related topics. The scholars who have done their research related on reading comprehension has been reviewed to gain better perspective for my own research. Some of them have been mention below:

Chapagain (2002) conducted research entitled “Reading comprehension and reading Speed of 9th Grades”. In the research, she attempted to measure the level of

reading comprehension and reading speed of the students studying in public school. She has made classroom experiment on both seen and unseen texts for four weeks. Pre-test and post-test were conducted as well. Her findings showed that the students who could correctly comprehend the seen text were also better on unseen text in both the pre-test and post-test.

Likewise, Dahal (2009) carried out a research on "Reading comprehension Ability of Bachelor Level Students". The objective of his research was to find out reading comprehension ability of students studying in bachelor level students in terms of types of texts. She had carried out the research based on literary text poetry vs. prose. Her study was based on survey design. As a sample, she took the population of BA first year students from different three campuses of the valley randomly. Under tools of data collection, questionnaires were used. The finding show that students had better comprehension ability in poetry than essay.

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.

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

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.

Awasthi(2019) conducted a research on “Reading Comprehension Ability of Tenth Grade Students.” Researcher aimed to figure out reading comprehension ability of secondary level students and second was to compare and contrast the proficiency of students in reading comprehension in terms of gender. The study was done in Kailali district in Sudurpaschim province. Sixty students from public schools were selected. The collected data showed that 27 girls out of thirty passed in the test whereas 23 boys out of thirty passed in the test. The finding of the study was the girls reading comprehension ability in true/false, rearranging and multiple-choice items was far better than those of the boys.

Implications of the Review for the Study

Review of literature pave the way to researchers to research their own research because literature review gives clearer picture of the research which is being conducted. That is why all the review I read before carrying out the actual my research has made me clear to conduct my own research. it made me develop the concept of the research and it fine procedures. I have received a host of ideas for my very own too.

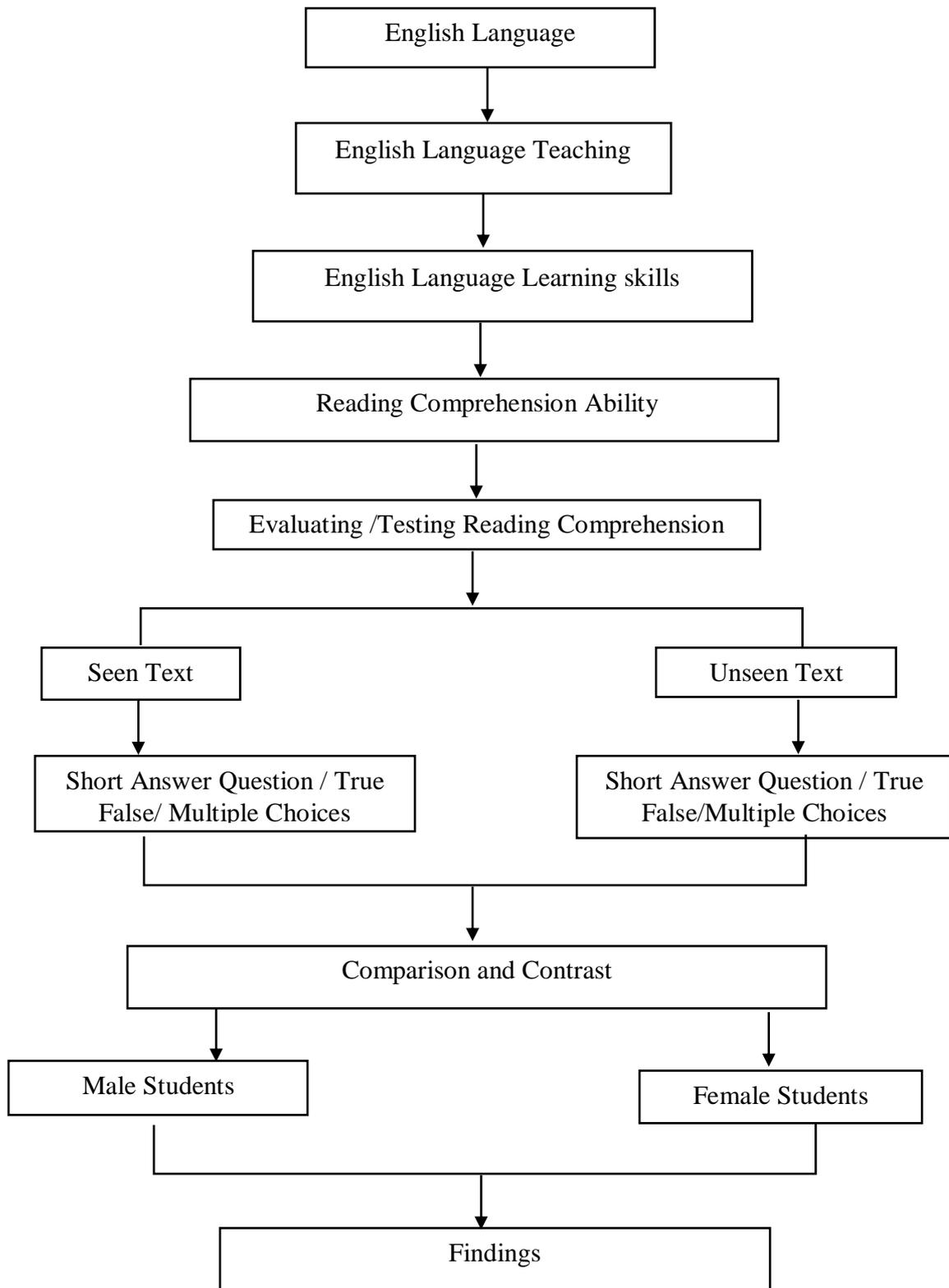
More or less, these all studies were conducted on reading comprehension and techniques of reading primarily. These studies are to some extent, related to my study. After reviewing these works, I got many ideas to succeed this study. After the review, I got information about how to conduct survey on comprehension ability. The test items and questionnaire used in those studies facilitated me to prepare the tools.

Similarly, the sample and sampling procedure of those reviewed helped to frame the sample and sampling strategy of this study.

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, 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 Awasthi(2019) 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.

Conceptual Framework

Conceptual framework provides a mind road map to get what a researcher is supposed to research; this is why it is even called a mental image of the researcher towards proposed research. Here is presented diagrammatic form of my research.



Chapter III

Methodology /Methods and Procedures of the Study

To achieve the set of objectives of the study the following methodology was adopted.

Design and Method of the Study

This study adopted quantitative research method in general and survey research design in particular to unearth reading comprehension ability. This research paradigm followed to dig out genuine information about reading understanding capability. In this research design, researchers selected large number of sample population and collects quantitative data through sets of predesigned question. In the field of research, there are number of different ways to conduct a research. One can choose based on his or her nature of research. A research design is a fixed set of procedure of conducting a search Research design.

Cohen and Manion (1985, p.257) state "Surveys are the most commonly used descriptive Method in educational research and may vary in scope from large scale government investigations to small scale studies carried out by a researcher". 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 populations 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. Being a natural study, it is non-manipulative study that the researcher does not control the situation. Nunan (2010, p.141) recommends the eight steps to conduct survey research design as follows,

1. Defining Objectives
2. Identifying target population
3. Literature
4. Determine sample
5. Identifying survey instrument

6. Design survey procedures
7. Identify analytical procedures
8. Determine reporting procedures

Survey is one of the most important research methods in education. Survey research in education involves the collection of information from members of a group of students, teachers, or other person associated with educational process. So, I believe, this research design was helpful to get required data for the study.

Therefore, for my research, I adopted to apply survey research design. Survey research is a research design that is widely used in social sciences and educational researches.

Population, Sample and Sampling Strategies

The population of this study were the grade eleven students of Sindhuli district. There were 44 (22 girls/ 22boys) students for the sample, who were be studying in grade eleven in two public schools in Sindhuli. The sample of this study wasbe selected through the use of the purposiveor non-random sampling procedures.

Data Collection Techniques

Seen test items were used as the tool of the collection data. The seen items consisted ofthree test items further viz. true and false, multiple choices, re-arranging and short answerquestion, which carry 20 marks.

Sources ofData

This study was basedon primary source of data. The primary data means the data that I received from students from my test in Sindhuli district. Earlier done researches, teachers' diaries, newspapers, journal of NELTA and various articles were taken as secondary source. If in case, I needed secondary data I used them as well.

Data Collection Procedures

First, I visited the schools and met head teacher of schools. Then I clarified the purpose of visit. After having permission to take at least one class, I clarified 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 explained the instructions. After the completion of the test, I collected all the answer-sheets and marked them as a previously set scheme

Data Analysis and Interpretation Procedures

The systematically collected data was analyzed and interpreted statistically. I followed both descriptive and statistical tools to analyze and interpret the data. The data collected from the test items was analyzed and discussed statistically and descriptively by using the statistical tools like mean standard deviation. The marks were provided to each of the answer given by students based on scoring scheme given in National examination board.

Ethical Considerations

While undertaking the study, I followed all the ethical aspects in a research. I used the information collected from the students only for the study purpose. I tried my best to avoid plagiarism and was confidential to my respondents. I paid attention to accuracy, honesty, truthfulness of data in my study.

Chapter IV

Results and Discussion

Analysis of Data and Interpretation of the Results

This chapter deals with the analysis and interpretation of the data collected from the eleventh grade students of public schools. The primary goal of the research study was to find out reading comprehension ability of eleventh grade students. It was also aimed to find out the reading comprehension ability of the students in terms of gender. The questions were constructed being based on the objectives of the study.

The participants were asked to read seen texts and asked to order the events, to do true/false items, multiple choices and answer the comprehension questions. 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 of the interpretation has been done descriptively and statistically.

Reading comprehension ability of eleventh grade students. The students were given a seen reading texts based questions in order to test their reading comprehension ability. The answers given by them were marked numerically. The marked scored by them are presented in the following table.

Table 1
Overall Reading Comprehension Ability of Eleventh Grade Students

Number of students	Obtained Marks	Number of students	Percentage
44	573	13.02	65.1

The above data shows the overall marks obtained by the 44 students of 20 marks. The students obtained average marks as 13.02 out of 20 marks which is 65.1 % of full marks. 40 students out of 44 scored pass marks in the given reading text. Only one student has scored 17 marks. The lowest marks was 5 which was secured by one

student. Based on aforementioned data, it can be said that the reading comprehension ability of government school is satisfactory

The data presented in table was analyzed in terms of mean and standard deviation to make the result more convenient.

Table 2
Mean of Students Overall Scores

Marks Distribution	Middle point (M)	No. of students(F)	F*M
0-5	2.5	1	2.5
5-10	7.5	1	7.5
10-15	12.5	35	437.5
15-20	17.5	7	122.5
		N=44	$\sum fm= 570$

$$\begin{aligned}\text{Mean (x)} &= \frac{\sum fm}{n} \\ &= \frac{570}{44}\end{aligned}$$

$$= 12.95$$

The grand mean of the student's overall score in reading comprehension test is 12.95 out of 20 full marks which is 65%. It is a 'good' achievement of the students (B grade) on the basis of NEB (Nepal Examination Board). There were 42 students who obtained their marks above the grand mean but only 2 students scored below the mean score. It was found that the students overall reading comprehension was 'good' on the basis of NEB grading system (B grade: 60-70 Marks). The highest and the lowest scores achieved by the students was 1 (17 out of 20) and 2 (5 and 6 out of 20) respectively.

To find out the individual student's variations in marks, the standard deviation of the above mentioned scores was also calculated as presented below. Firstly, $X = m - x$ was calculated here.

Where, X = Deviation of the items from the actual mean

X^2 = Mean Score

M = Middle point

Table 3
Standard Deviation of the Students' Obtained Scores

X	X²	f	Fx²
10	100	1	100
5	25	1	25
0	0	35	0
-5	-25	7	175
		N= 44	$\sum fx^2 = 300$

$$\text{For standard Deviation , } SD = \frac{\sqrt{\sum Fx^2}}{n}$$

$$= \frac{\sqrt{300}}{44}$$

$$= \sqrt{6.81}$$

$$= 2.60$$

The standard deviation is 2.60 which shows that the scores are deviated from the mean score. From this, it was found that the students' reading comprehension abilities are different from one another.

Reading comprehension ability of eleventh grade girls. The girls were given seen reading texts based questions in order to test their reading comprehension ability. The answers given by them were marked numerically. The marks scored by them can be presented in the following table.

Table 4

Overall Reading Comprehension Ability of Eleventh Grade Girls

Number of students	Obtained Marks	Average	Percentage
22	297	13.5	67.5%

The above data shows the overall marks obtained by the 22 girls out of 20 marks. The girls obtained average mark as 13.5 out of 20 marks which is 67.5% of full marks. All of the girls have passed in the test of given texts. The highest marks among the passed students is 16. The lowest mark among the students is 10. Based on the above data, it can be said that reading comprehension ability of girls is 'good' (B grade).

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

Table 5
Mean of the Overall Scores of Girls

Mark Distribution	Middle Point (m)	No. of Students (F)	F*m
0-5	2.5	-	-
5-10	7.5	1	7.5
10-15	12.5	17	212.5
15-20	17.5	4	70
	Total=	N= 22	$\sum fm= 290$

$$\begin{aligned} \text{Mean (x)} &= \frac{\sum FM}{n} \\ &= \frac{290}{22} \\ &= 13.18 \end{aligned}$$

The grand mean of the girls' overall score in reading comprehension test is 13.18 out of 20 full marks which is 65.9%. It is 'good' achievement of the students (B grade) based on NEB grading system. There were 4 girls who obtained their marks above the grand mean and other have scored below the mean score.

To find out the individual girl 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 6
Standard Deviation of the Obtained Scores of Girls

X	X²	F	Fx²
5.68	32.26	1	32.26
0.68	0.4624	17	7.86
-4.31	18.57	4	74.28
		N= 22	114.4

$$\begin{aligned} \text{For Standard Deviation, } SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{114.4}{22}} \\ &= \sqrt{5.2} \end{aligned}$$

$$= 2.28$$

The standard deviation is 2.28 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 girl students' reading comprehension abilities are different from one another.

Reading comprehension ability of eleventh grade boys. The boys were given seen reading text based questions in order to test their reading comprehension ability. The answers given by them were marked numerically. The marks scored by them can be presented in the following table.

Table 7
Overall Reading Comprehension Ability of Eleventh Grade Boys

Number of Students	Obtained Marks	Average	Percentage
22	276	12.54	62.72%

The above data shows the overall marks obtained by the 22 boys out of 20 marks. The boys obtained average marks as 12.54 out of 20 marks which is 62.62% of full marks. Out of 22 boys 20 boys passed in the test of one seen text. The highest mark among the passed students is 17. The lowest mark among the students who failed is 5. Based on the above data, it can be said that reading comprehension ability of the boys is 'satisfactory' (C+ grade) but not 'good' (B grade)

The data presented in the table has been analyzed in terms of mean and Standard Deviation to make result more convenient.

Table 8
Mean of the Overall Score of the Boys

Marks of Distribution	Middle Point (m)	No. of Students (f)	Fxm
0-5	2.5	1	2.5
5-10	7.5	4	30
10-15	12.5	11	137.5
15-20	17.5	6	105
Total		N = 22	$\sum xm = 275$

$$\begin{aligned}\text{Mean } (\bar{x}) &= \frac{\sum fm}{n} \\ &= \frac{275}{22} \\ &= 12.5\end{aligned}$$

The grand mean of the boys overall score in reading comprehension test is 12.5 out of 20 full marks which is 62.5%. It is 'good' achievement of the students (B grade) on the basis of NEB grading system. There were 11 boys who obtained their marks above the grand mean and only scored lower than the mean score. It was found that the boys' overall reading comprehension was 'good' on the basis of NEB (B grade). The highest and lowest scores achieved by the students 17(85%) and 5 (25%) respectively.

To find out the individual boy students' variations in marks, the Standard Deviation of the above mentioned scores were 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 9
Standard Deviation of the Obtained Scores of Boys

X	X²	f	Fx²
10	100	1	100
5	25	4	100
0	0	11	0
-5	-25	6	150
		N= 22	$\sum fx^2 = 350$

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

$$= \sqrt{\frac{350}{22}}$$

$$= \sqrt{15.9}$$

$$= 3.98$$

The standard deviation is 3.98 which shows that the scores are deviated from the mean score. It means its scores are not all near the mean scores. From this, it was found that the boys' students reading comprehension abilities are different from one another.

Comparison of the reading comprehension ability between girls and boys.

Students were given seen passage of 20 marks. The passages were followed by subjective and objective questions. The students' achievements in the test can be presented as follows:

Table 10

Overall Reading Comprehension Ability of Eleventh Grade Boys and Girls

Number of Students		Obtained Marks	Average	Percentage
Boys	22	276	12.54	62.72%
Girls	22	297	13.5	67.5%

The above data shows the overall marks obtained by the 22 girls and 22 boys' out of 20 marks. The girls obtained average 13.5 marks which is 67.5% of full marks and boys is 12.54 which is 62.72% of full marks. It shows that the reading comprehension ability of between girls and boys is not much different.

The statement of the boys and girls' students in seen reading passages. The highest marks 17 out of 20 which is scored by three students i.e. a boy. All 22 girls passed whereas among 22 boys 20 only passed. The minimum score of both i.e. the girl is 10 and boy 5. Based on the above data, it can be said that the reading comprehension of the girls is slightly better than those of boys.

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

Table 11
Mean and Standard Deviation of the Scores of Boys and Girls

S.N.	Students	Mean	Standard Deviation
1.	Boys	12.5	3.98
2.	Girls	13.18	2.28
	Overall	12.84	3.13

The grand mean of the girls' score in reading comprehension test is 13.18 whereas boys' is 12.5 out of 20 full marks. Similarly, the standard deviation of girls' is 2.28 whereas boys' is 3.98. From the above data, we can say that the grand mean of the boys is slightly far from full marks i.e. 20 than the grand mean of girls. Same way, in comparison to boys', the girls scores in tests were found to be slightly deviated from the mean score as the standard deviation of boys' score was 3.09 whereas girls' was 2.85.

Item-wise reading comprehension ability of the eleventh grade students.

The test administered to the students consisted of 4 different test items which were subjective types. They were:

Item I: True False

Item II: Re-arranging the sentences

Item III: Multiple Choices

Item IV: Answer the questions

The girls item-wise achievement has been presented in the table below.

Table 12
Item-wise Reading Comprehension Ability of Eleventh Grade Students

S.N.	Test Items	Full Marks	Students overall obtained Marks(44)	Average Marks	Percent %
1.	I(True/False)	4	123	2.79	69.75%
2.	II(Re-arrange)	4	119	2.70	67.5%
3.	III(Multiple Choice)	4	157	3.56	89%
4.	IV(Question-Answer)	8	174	3.95	49.37%
Total		20	573	13.0	68.90%

The above table states the overall marks obtained by the 44 students in different test items. The students scored the highest average mark i.e. 89% (of its weightage 4) in item III which is multiple choices. On the other hand, they scored the lowest average mark (49.37% of its short questions answer) in the item IV. Similarly, in the re-arranging students achieved 67.5% which is above of the lowest mark. And in true and false item, they scored 69.75% that is the 'good' (B grade) marks on the basis of NEB grading system.

Item-wise reading comprehension ability of eleventh grade girls.The test administered to the girl students consisted of 4 different test items which were subjective and objective types. They were:

Item I: True False

Item II: Re-arranging the sentences

Item III: Multiple choices

Item IV: Answer the questions

Table 13
Item-wise Reading Comprehension Ability of Eleventh Grade Girls

S.N.	Test Items	Full Marks	Students overall obtained marks(22)	Average Mark	Percent
1	I	4	65	2.95	73.75%
2	II	4	59	2.68	67%
3	III	4	78	3.54	88.5%
4	IV	8	95	4.31	53.87%
Total		20	297	13.48	70.78%

The above data states that the overall marks obtained by the 22 girls in the different test items. The girl students scored the highest average mark i.e. 88.5% of its weightage 4, in item III which is multiple choice. On the other hand, they scored the lowest mark on short question answers (53.87% of weightage 8). Similarly, in true and false and re-arranging items students grabbed 73.75% and 67% respectively which is 'good' marks on the basis of NEB Nepal.

Item-wise reading comprehension ability of eleventh grade boys' students.

The test administered to the boys' students consisted of 4 different test items which were subjective and objective types. They were:

Item I: True False

Item II: Re-arranging the sentences

Item III: Multiple choices

Item IV: Answer the questions

Item wise scored marks has been given in the table below.

Table 14

Item wise Reading Comprehension Ability of Eleventh Grade Students' Boys

S. N.	Test Item	Full Marks	Students Overall Obtained Marks (22)	Average Marks	Percentage %
1.	I	4	58	2.63	65.75%
2.	II	4	60	2.72	68%
3.	III	4	79	3.59	89.75%
4	IV	8	79	3.59	44.87%
	Total	20	276	12.5	67.09%

The above table depicts the overall marks obtained by the 22 boys in different test items. The students scored the highest average marks 89.75% of its weightage 4 in item III which is multiple choice questions. On the other way, they scored the lowest average marks, 44.87% of its weightage 8 in item IV which is short answer questions. On the other hand, in true/false and re-arranging items, the boy students achieved 65.75% and 68% respectively.

Item-wise comparison of the reading comprehension ability between girls and boys. The test administered to the boys' and girls' students consisted of 4 different test items which were subjective and objective types. They were:

Item I: True False

Item II: Re-arranging the sentences

Item III: Multiple choices

Item IV: Answer the questions

Item wise scored marks has been given in the table below.

Table 15

Item -wise Comparison of Reading Comprehension Ability Between boysAnd Girls

S.N.	Test Items	Full Marks	Overall Obtained Mark		Average Marks		Percentage	
			Girls(22)	Boys(22)	Girls(22)	Boys(22)	Girls(22)	Boys(22)
1.	I	4	65	58	2.95	2.63	73.75%	65.75%
2.	II	4	59	60	2.68	2.72	67%	68%
3.	III	4	79	79	3.54	3.59	88.5%	89.75%
4.	IV	8	95	79	4.31	3.59	53.87%	44.87%
Total			297	276	13.48	12.5	70.78%	67.09%

The above-integrated table depicts the whole marks obtained by the 22 boys and 22 girls in different test items. Both boys and girls scored the highest average marks 89.75% and 88.5% respectively of its weightage 4 in the same item III of boys and girls. On the other hand, both girls and boys scored the lowest average marks 53.87% by girls in short question answers test item and 44.87% by boys in the same test item i.e. short question answers. Similarly, boys scored 65.75% in the true and false test item and 68% in the re-arranging. Likewise, girls scored 73.75% in the true and false test item and 67% % in the re-arranging test item.

Based on the table above, it can be said that the girls reading comprehension ability in true false, and short question answer is better than the those of boys. However, in case of re-arranging and multiple choice items, both boys' and girls' reading comprehension ability is nearly similar.

Table 16
School-wise Comparison of Reading Comprehension Ability
between Boys and Girls

S.N	Shree Bengketeswor S. School		Shree Hirathumki S. School	
	Boys (Obt.Marks)	Girls (Obt.Marks)	Boys (Obt. Marks)	Girls (Obt.Marks)
1	14	15	13	13
2	15	16	10	11
3	16	14	14	12
4	16	10	11	11
5	17	11	10	14
6	15	11	10	14
7	15	11	12	14
8	13	16	11	15
9	6	16	10	15
10	14	13	14	16
11	15	15	5	14
Total	156	148	120	149
Average	14.18	13.45	10.9	13.54
Percentage	70.9%	67.25%	54.5%	67.7%

The above integrated table depicts the marks of gender-wise two different schools. The boys from Shree Bengketeswar S. School have scored better marks. Whereas boys from Shree Hirathumki Secondary School scored the least marks. Girls from Shree Hirathumki Secondary School scored better than girls from Bengketeswor S.School. The table clarifies that boys from Bengketeswar S.S are better than Hirathumki S.S but girls are slightly better from Hirathumki than Bengketeswar S. School.

Chapter V

Findings, Conclusion and Recommendations

This chapter deals with the findings, conclusion of the research and the recommendations of the study based on the analysis and interpretation of the collected raw data.

Findings

Based on presentation, analysis and interpretation of data, the major findings of the study are summarized and presented as follows:

- It was found that the reading comprehension ability of the eleventh grade students was 'good' on the basis of NEB grading system 2078. In the test 42 students scored pass marks out of 44 students where no one has secured 100% marks but one student has achieved the highest 17 marks and the lowest mark is achieved by two students which is 5.
- The total marks obtained by students was 573 and average marks as 13.02 out of 20 which is 65.1 % of full marks.
- In reading comprehension test, the mean value of students' score was 12.95 out of 20 which is 'good' (B Grade) achievement of the student based on NEB grading system. There were 28 students who obtained their marks above the grand mean but only 16 students scored below the mean score.
- Based on standard deviation calculation, students reading comprehension abilities was found different from each other which was 2.60.
- The research found that girls' reading comprehension ability of the eleventh grade was 'good' (B grade) where all 22 girls passed the test. Four girls scored the highest mark which was 16 and one girl scored the lowest mark which is 10.
- Total marks scored by girls was 297 and average marks was 13.5 which is 70.78% of set full marks.
- In reading comprehension test, girls' score mean value was 13.18 in 20 full marks and standard deviation value is 2.28.
- Likewise, reading comprehension ability of boys is less satisfactory because they have scored less mark compared to the girls. 20 boys have scored pass

marks among full 22 boys altogether. The highest mark of the boy was 17 which was obtained by only one boy and the lowest mark is 5.

- Boys scored 276 marks and 12.54 as average marks out of 20 which is 62.72%.
- The mean value of the boys' scores in reading comprehension test is 12.5 of 20 full marks which is 62.5%.
- The students scored the highest marks in 'multiple choice item of question' i.e. 3.5 out of 4 which is 88% of its weightage and they scored the lowest average marks (47.5 % of its weightage 8) in the item 'short question answer'. Similarly, in true and false and 're-arranging', the students achieved 'good' (B grade) (68%) and (67.5%) marks respectively.
- The girls scored the highest average marks in 'multiple choice' item of questions i.e. 3.55 out of 4 marks which is 88.5% of its weightage and they scored the lowest average mark i.e. 3.59 out of 8 which is 44.87% in the item of 'short question answers'.
- The boys scored the highest average marks in 'multiple choice item of question' i.e. 3.59 out of 4 which is 89.75% of its weightage and the lowest average marks in 'short question answer' i.e. 3.09 out of 8 of its weightage which is 44.87%. In 'true and false' and 're-arranging' item test, they obtained 65.75% and 68% respectively.
- The girls' reading comprehension ability in 'True and false' and 'short question answers' is better than those of boys. But in the case of 'multiple choice' and re-arranging items, boys have done slightly better than those of girls

Conclusion

The study was primarily concerned with finding out the level of reading comprehension ability of eleventh grade students and to compare and contrast the proficiency in reading comprehension between Boys and girls. Different types of questions were asked in seen passage, which was the major tool for data collections. The study finds out that reading comprehension ability of 11th grade students is 'good' (B grade) in the basis of NEB grading system. The girls reading comprehensive ability is better than boys comprehensive ability. The girls reading

comprehensive ability in true and false and short question answer Item is better than those of boys. Unlikely, in case of re-arranging and multiple choice question boys are slightly ahead of girls. The students were found writing the answers with ungrammatical and unnecessary things and not being exact. They were found not doing only grammatical errors but also spelling and proper use of punctuation marks when writing short answers. The students reading comprehension ability was different from one another as the standard deviation.

Based on the findings, it can be mentioned that the teacher do not use appropriate teaching reading techniques to boost the reading comprehension ability of the students. Students are not assigned enough tasks related to reading comprehension focusing on subjective matters. Students are not given the plenty of opportunities to read the materials which are out of the course such as magazine, newspaper. Teacher even have to teach way of answering the questions.

Recommendations

Every research study should have its recommendations. Therefore, this research work has also made some recommendations to be applicable. Shedding some light on the findings obtained through the analysis and interpretation of data have been given here down below. I have presented the following recommendations:

Policy related. Some of the recommendation have been suggested for the policy level on the basis of conclusion and findings of the study.

- To develop reading ability of students, teachers should be instructed for exploiting new and different techniques for low score achievers.
- Teachers should be equipped with adequate and regular trainings and enough workshops regarding reading comprehension.
- Teacher should use appropriate teaching reading techniques.
- Students should be assigned to carry comprehensive reading tasks.
- Teaching materials play crucial role to boost reading comprehension so school and ELT classroom should be supplied ELT materials.
- The selection of the reading text should be contextual for the learners.
- Students ought to be given ample opportunity inside as well as outside of classroom to read the materials.

Practice related. Some recommendations have been suggested for the practice level on the basis of findings and conclusion of the study.

- Teacher should make the use of more seen reading practice question.
- Teacher should share the better answer sheet to the class.
- Teacher should let them practice some creative thinking related questions.

Further research related. As one of the limitation of this research is that it is limited to Sinduli district and only 44 students of public schools have been included as a sample for the study. It has limitation in terms of population, sample of data, tools for data collection and so on. This study provided valuable secondary source for the researchers. It also provided new research area which is left to be investigated. Here are some other related areas recommended for further research.

- Comparison of students reading comprehension in seen text.
- Analysis of the difficulties faced by public school students in reading comprehension.
- Strategies used by the students to solve the reading comprehension passage.

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Appendices

Appendix I

Test Items (Seen)

Time: 40 Minutes

Full Marks: 20

Student's Name:

Class: Eleven

School:

Read the following text and do the activities that follow.

Under the palm of one hand, the child became aware of the scab of an old cut on his kneecap. He bent forward to examine it closely. A scab was always a fascinating thing; it presented a special challenge he was never able to resist.

Yes, he thought, I will pick it off, even if it isn't ready, even if the middle of it sticks, even if it hurts like anything.

With a fingernail, he began to explore cautiously around the edges of the scab. He got a nail underneath it, and when he raised it, but ever so slightly, it suddenly came off, the whole hard brown scab came off beautifully, leaving an interesting little circle of smooth red skin.

Nice. Very nice indeed. He rubbed the circle and it did not hurt. He picked up the scab, put it on his thigh and flipped it with a finger so that it flew away and landed on the edge of the carpet, the enormous red and black and yellow carpet that stretched the whole length of the hall from the stairs on which he sat to the front door in the distance. A tremendous carpet. Bigger than the tennis lawn. Much bigger than that. He regarded it gravely, setting his eyes upon it with mild pleasure. He had never really noticed it before, but now, all of a sudden, the colours seemed to brighten mysteriously and spring out at him in a most dazzling way.

You see, he told himself, I know how it is. The red parts of the carpet are red-hot lumps of coal. What I must do is this: I must walk all the way along it to the front door without touching them. If I touch the red, I will be burnt. As a matter of fact, I will be burnt up completely. And the black parts of the carpet... yes, the black parts are snakes, poisonous snakes, adders mostly, and cobras, thick like tree-trunks

round the middle, and if I touch one of them, I'll be bitten and I'll die before tea time. And if I get across safely, without being burnt and without being bitten, I will be given a puppy for my birthday tomorrow.

A. Write 'T' for true and 'F' for false statements. 4×1=4

- I. The child never picked scab off.
- II. He bled hard when he removed the scab off.
- III. There was a tremendous carpet bigger than the tennis lawn.
- IV. He thought he must walk all the way along it to the front door without touching them.

B. Tick the correct answer. 4×1=4

- I. He picked up the scab and put it
 - a) on his hand. b) on his thigh. c) into his pocket.
- II. The child becameof the scab of an old cut on his kneecap.
 - a) aware b) unaware c) oblivious
- III. The red parts of the carpet are lumps of
 - a) gold b) diamond c) coal
- IV. When scab came off, it
 - a) hurt really bad. b) come off beautifully. c) it bled.

C. Rewrite the following sentences in the correct order. 4×1=4

- i. The red parts of the carpet are red-hot lumps of coal.
- ii. He began to explore cautiously around the edges of the scab.
- iii. He told himself, I know how it is.
- iv. He regarded it gravely, setting his eyes upon it with mild pleasure.

D. Answer the following questions. 4×2=8

- i. How did child remove his scab?
- ii. What did the child think if he touched the black part of the carpet?
- iii. How was the red part of the carpet?
- iv. When was the birthday of the child?

Appendix II
Marked Scores

No. of the students	Obtained Marks	
	F.M. 20	P.M. 8
1		14
2		15
3		16
4		16
5		17
6		15
7		15
8		13
9		6
10		14
11		15
12		15
13		16
14		14
15		10
16		11
17		11
18		11
19		16
20		15
21		16
22		13
23		13
24		10
25		14
26		11
27		10
28		10

29	12
30	11
31	10
32	14
33	5
34	13
35	11
36	12
37	11
38	14
39	14
40	14
41	15
42	15
43	16
44	14
Total = 44	Total = 573

Appendix III

Shree Hirathumki Secondary School

S.No	Students Name	True/ False (4)	Multiple choice (4)	Re- arranging (4)	Answer Questions (8)	Total	Male/ Female
1.	Mira B.K	2	4	3	4	13	Female
2.	Puspa Khapangi	3	4	0	4	11	Female
3.	NabinaPulami	3	4	0	5	12	Female
4.	Chet Kumari Lungeli	3	4	0	4	11	Female
5.	Lal Maya Taman	3	4	3	4	14	Female
6.	Bimala Shrestha	3	4	3	4	14	Female
7.	Khum Maya Thapa	3	4	2	5	14	Female
8.	Guna Kumari	3	4	4	4	15	Female
9.	Rupa Pulami	3	4	4	4	15	Female
10.	Pujana Shrestha	3	4	4	5	16	Female
11.	Barsha Pulami	4	1	4	5	14	Female
12.	Ram Magrati	2	4	2	5	13	Male
13.	Dilkumar Magar	2	4	1	3	10	Male
14.	Milan Magar	2	3	4	5	14	Male
15.	Ram Giri	3	4	0	4	11	Male
16.	Ghanshyam Basel	3	4	1	2	10	Male
17.	Janak Thapa	2	4	1	3	10	Male
18.	YubrajGurmachhane	2	4	3	3	12	Male
19.	Dhan Khapangi	2	4	2	3	11	Male
20.	Bimal Shrestha	2	3	2	3	10	Male
21.	DipendraPulami	2	4	4	4	14	Male
22.	PadamKhapangi	1	2	0	2	5	Male

Appendix IV

Shree Bengketeswor Secondary School

S.No	Students Names	Multiple Choice (4)	True False (4)	Re-arranging (4)	Questions Answers (8)	Total	Male Female
23	Ambar Ale Magar	4	4	4	2	14	Male
24	Mohan Bahadur Karki	4	4	4	3	15	Male
25	Rit Bahadur Karki	4	4	4	4	16	Male
26	Bhojraj Shrestha	4	4	4	4	16	Male
27	PadamBdr. Shrestha	4	4	4	5	17	Male
28	Janak Kafle	4	4	4	3	15	Male
29	Tilak Magar	2	4	4	5	15	Male
30	Lal Kumar	3	3	4	3	13	Male
31	Chal Kumar Magar	2	2	0	2	6	Male
32	Samir Tolangi	2	3	4	5	14	Male
33	PuranBujhel	2	3	4	6	15	Male
34	Kunta Kumari Magar	4	4	1	6	15	Female
35	Pramila Koirala	2	4	4	6	16	Female
36	Prem Kumari Sidali	4	1	4	5	14	Female
37	Phul Kumari Magar	2	2	1	5	10	Female
38	Mati Maya Sarki	4	3	1	3	11	Female
39	Sabina Tamang	1	4	4	2	11	Female
40	Hira Kumari	2	3	3	3	11	Female
41.	Khusi Shrestha	4	3	4	5	16	Female
42	LakxmiSidali Magar	4	3	4	5	16	Female
43	PabitraLungeli	2	4	2	5	13	Female
44	Laxmi Ramtel	4	3	4	4	15	Female

Appendix V

Reading Comprehension Ability of Eleventh Grade Girls

Number of students	Marks obtained by girl students
1	13
2	11
3	12
4	11
5	14
6	14
7	14
8	15
9	15
10	16
11	14
12	15
13	16
14	14
15	10
16	11
17	11
18	11
19	16
20	15
21	16
22	13
Total = 22	Total = 297

Appendix VI

Detailed Reading Comprehension Ability of Eleventh Grade Boys

No. of Students (F.M.=20, P.M. =8)	Marks Obtained by Boys
1.	13
2.	10
3.	14
4.	11
5.	10
6.	10
7.	12
8.	11
9.	10
10.	14
11.	5
12.	14
13.	15
14.	16
15.	16
16.	17
17.	15
18.	15
19.	13
20.	6
21.	14
22.	15
Total =	= 276

Appendix VII

Detailed Comparison of the Score Between Girls' and Boys' Students

No. of students	Mark obtained by boys	Mark Obtained by girls
1.	13	13
2.	10	11
3.	14	12
4.	11	11
5.	10	14
6.	10	14
7.	12	14
8.	11	15
9.	10	15
10.	14	16
11.	5	14
12.	14	15
13.	15	16
14.	16	14
15.	16	10
16.	17	11
17.	15	11
18.	15	11
19.	13	16
20.	6	15
21.	14	16
22.	15	13
Total = 22	Total=276	Total=297

Appendix VIII

S.N.	Interval in Percent	Grade	Grade Point	Descriptor
1	90 to 100	A+	4.0	Outstanding
2	80 to below 90	A	3.6	Excellent
3	70 to below 80	B+	3.2	Very Good
4	60 to below 70	B	2.8	Good
5	50 to below 60	C+	2.4	Satisfactory
6	40 to below 50	C	2.0	Acceptable
7	30 to below 40	D+	1.6	Partially Acceptable
8	20 to below 30	D	1.2	Insufficient
9	0 to below 20	E	0.8	Very Insufficient

Explanation

A+ (Outstanding): Exceptional evidence of understanding and summarizing the subject matter; demonstration of extraordinary performance in problem-solving, creativity, critical expression, and participation; exceptionally independent in learning and organizing contents with superior communication skills.

A (Excellent): Strong evidence of understanding and summarizing the subject matter; demonstration of exemplary performance in problem-solving, creativity, critical expression, and participation; admirably independent in learning and organizing contents with advanced communication skills.

B+ (Very Good): Very good evidence of understanding and summarizing the subject matter; demonstration of higher performance in problem-solving, creativity, critical expression, and participation; greatly independent in learning and organizing contents with sound communication skills.

C (Good): Good evidence of understanding and summarizing the subject matter; demonstration of good independent performance in problem-solving, creativity, critical expression, and participation; very independent in learning and organizing content with reasonable communication skills.

C+ (Satisfactory): Adequate evidence of understanding and summarizing the subject matter; demonstration of reasonably good but not particularly independent performance in problem-solving, creativity, critical expression, and participation; reasonably independent in learning and organizing contents with sufficient communication skills.

C (Acceptable): Sufficient evidence of understanding and summarizing the subject matter; demonstration of acceptable performance in problem-solving, creativity, critical expression, and participation: partially independent in learning and organizing contents with basic communication skills.

D+ (Partially Acceptable): Some evidence of understanding and summarizing the subject matter; demonstration of limited performance in problem-solving, creativity, critical expression, and participation: partially independent in learning and organizing contents with basic communication skills.

D (Insufficient): Minimal evidence of understanding and summarizing the subject matter; demonstration of deficient performance in problem-solving, creativity, critical expression, and participation; needs close supervision in learning and organizing content with minimal communication skills.

E (Very Insufficient): Negligible evidence of understanding and summarizing the subject matter; demonstration of seriously deficient performance in problem-solving, creativity, critical expression, and very minimal participation; needs constant supervision in learning and organizing contents with inadequate communication skills.

GPA: $\frac{\Sigma (\text{Credit Hour} \times \text{Grade Point})}{\text{Total Credit Hour of the Grade}}$