LOWER SECONDARY LEVEL STUDENTS' PROFICIENCY ON READING COMPREHENSION

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Abisara Singh

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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DECLARATION

I, hereby, declare that to the best of my knowledge this thesis is my original; no part of it was earlier submitted for the candidature of research degree to any university, college or educational institution. Whatever subject matter I have presented in this thesis report belongs to my own work.

Date: 09/08/2016   ....

Abisara Singh

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Abisara Singh** conducted this thesis entitled**,**

Lower Secondary Level Students' Proficiency on Reading Comprehension

under my guidance and supervision. This thesis report is the result of her own

work and she has not copied any aspect from other past thesis.

I recommend this thesis for final evaluation.

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DEDICATION

Dedicated

To

My parents and Teachers who always inspire me

ACKNOWLEDGEMENTS

ABSTRACT

The present research work entitled **Lower Secondary Level Students'
Proficiency on Reading Comprehension** was an attempted to find out the
students' proficiency in reading comprehension of the eighth grade. For this,
forty students of grade eight were sampled from four different schools; two
private and two public schools of Kathmandu district through non-random
sampling procedure. A set of test comprising of short question, true/false items,
matching items, fill in the blanks items and vocabularies items was
administered in order to find out the students' proficiency on reading
comprehension. After the analysis and interpretation of the collected data, it
was found that the average students' proficiency on reading comprehension of
private school was excellent whereas students' proficiency on reading
comprehension of public school was very good. In comparision, lower
secondary level students' proficiency on reading comprehension of private
school was better than public schools.

The study is divided into five chapters. The first chapter includes the general
background, statement of the problem, objectives of the study, research
questions, significance of the study, delimitations of the study and operational
definitions key terms. The second chapter deals with the review of related
theoretical literature and review of related empirical literature. It also includes
implication of review for the study and conceptual framework. The third
chapter includes the methods and procedures of the study. It subsumes design
of the study, population and sample, sampling procedure, data collection
procedure, data analysis and interpretation procedure. Chapter four
encompasses the results and discussion of the collected data. The last chapter
consists of summery, conclusions and implications of the study. The
implications have been presented into three levels, i.e. policy, practical and
further research level. The final part includes references and appendices as
well.

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LIST OF ABBREVIATIONS

CDC	:	Curriculum Development Centre
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
etc	:	etcetera
Exc.	:	Excellent
i.e	: `	id est (Latin), that is
L1	:	First Language
L2	:	Second Language
M. Ed	:	Master in Education
MOST	:	Marks Obtained in Seen Texts
MOUT	:	Marks Obtained in Unseen Texts
Out S	:	Outstanding
Satis	:	Satisfactor
ST	:	Seen Texts
T. U.	:	Tribhuvan University
UT	:	Unseen Texts
V. Good	:	Very Good
Viz	:	Namely
Vs.	:	Versus

CHAPTER ONE

INTRODUCTION

This is an introductory chapter of the research work which subsumes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operations definitions of the key terms. This provides the insight into the area of present lower secondary/ foundation level of English curriculum and students' proficiency on reading comprehension.

1.8 Background of the Study

Language is the means of communication. Human beings express their feelings, emotions, desires and ideas with the help of language. Therefore, all the normal people of the world speak at least one language (usually mother tongue, i.e. first language). However, the 'language' is used by many people; it is not easy to define it. Different linguists have defined it differently. Crystal (1994, p. 212) defines language as "the systematic, conventional use of sound, signs or writing symbols in a human society for communication and expression". Thus, language is the most advance and powerful means of human communication.

As language is the universal phenomenon, it is taught and learned everywhere in the world. English is an international language and is widely spoken all over the world. English language teaching (ELT) has become common term for all in the world. Language has four skills viz., listening, speaking, reading and writing. Among them, listening and reading are receptive skills, while speaking and writing are regarded as productive skills. Most of the world's literature is written in English. People get several types of knowledge by reading texts. In this sense, reading assist of enrich knowledge, about world and other facts. Reading is a process of gaining knowledge from the printed or written facts. And reading is a means of language acquisition, of communication and of sharing information and ideas. Reading opens the gate of knowledge. That is why; everyone is expected to have a good reading skill.

The present lower secondary level English curriculum is based on the communicative approach to language teaching. It aims at developing communicative competence in the students. Therefore, the textbook of this level has focused on these 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 several skills, reading is one of the basic skills to be learned by the students. In order to have a competence in handling the language, the knowledge of reading skill is most. In this sense, we, as teacher, should focus on teaching reading skills and activities. Students merely get mastery over the language provided that they are able to handle the reading texts efficiently. Considering these aspects, existing lower secondary level English curriculum has incorporated different sorts of reading texts in each unit. So, what is to be deemed in these contexts are to be taught properly to the students. Proficiency on reading is the most important aspect in teaching reading. Unless, students are able to comprehend the reading texts, they cannot decipher the texts. In this sense, students should have good reading proficiency.

If teachers know the students' reading comprehension ability in advance, they can easily teach this skill to the students appropriately. Reading encompasses different sorts of texts. The good knowledge of those reading texts is pre-requisite to have proficiency in English language. Reading here means reading comprehension. Unless the students comprehend the reading texts, this is not reading in the real sense. That is to say, merely barking at the words is the reading without understanding its intended meaning or sense. Therefore, comprehension plays a significant role in reading. For learning language efficiently, having a good command over reading skill is preferred. We can see this in the organization of the texts in the textbook of grade six to eight. 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 lower secondary level, reading skill covers 40% of the total marks in the district level examination. If students have a good reading proficiency, they are secure good marks in the district level exam, together with improvement in the competence in the English language. In this context, this study has attempted to find out the reading proficiency of private and public school's students.

1.9 Statement of the Problem

Comparing the reading proficiency of students with different level and different schools is one of the important research areas. Such research helps to analyze the students' capacity and teachers' teaching strategies. Reading is the total understanding of a message in a text which has a great practical value in the modern world. People read for information for knowledge and for pleasure.

To my understanding, reading is one of the most important language skills without which students never get competence in other skills. According to the English curriculum, this skill covers 40% in the district level examination but this skill is neglected and not taught properly. Therefore, it is important to compare reading proficiency level of students. There are different views of reading, i.e. it is commonly addressed as receptive skill and sometime a passive skill, which is wrong. Reading is not really a passive skill because it demands the development of so many abilities to be a fluent reader. Reading as a passive skill view maintains, "The text is full of meaning, like a jug full of water; the reader's mind soaks it is like a sponge." Nuttal (1996). Readers' role as an active one they should be actively involved in reading and have to work hard to get the meaning of the text. Reading is an interactive process in which readers tries to decode the message sent by the writer. Some readers can get to the meaning easily while some will have trouble. Those who have much in common with the writer and few problems with the language can reach the meaning easily, whereas those who do not have will have to work very hard to get to the meaning.

The various factors effect of the students on reading proficiency. Such as; environment, have working, vocabulary students role, teachers motivation and facilities available in school like library. Due to these different factors there can be variability among the students on reading proficiency. Hence this study was attempted to find out the student's proficiency on reading comprehension of eighth grade of public and private school.

1.10 Objectives of the Study

This study had the following objectives:

- To find out the lower secondary level students' proficiency on reading comprehension.
- To compare lower secondary level students' proficiency on reading comprehension of private and public schools.
- To suggest some pedagogical implication based on the research finding.

1.11 Research Questions

The research questions of my study were as follows:

- What is the students' proficiency on reading comprehension?
- Who (private or public school's students) have better reading proficiency on reading comprehension?

1.12 Significance of the Study

This study is supposed that research findings can be very helpful for the teachers to teach this skill properly and efficiently to the lower secondary level. Similarly, this is helpful for the teachers to prepare materials in accordance with the need and interest of the students. Furthermore, it can be beneficial them to create environment to achieve good achievement. As the achievement obtained by the private schools becomes fruitful. If the students read the more books and newspapers; they become familiar with new words and vocabularies, then their performance becomes better. Similarly, its findings show that there are few practices to evaluate the student's proficiency on reading comprehension. It can be beneficial to those who are directly and indirectly involved in teaching learning English. It provides some recommendations for the teachers as this skill covers 40% of the total marks in the examination.

1.13 Delimitations of the Study

The study had following limitations:

- The study was limited to Kirtipur of Kathmandu district.
- The study was limited to students of four schools; two private and two public schools.
- Forty students were the population of the study, consisting 10 students from each private and public schools.
- The study was also limited to the students of grade 8 only.

- The study had focused in students' proficiency on reading comprehension.

1.14 Operation Definition of the Key Terms

The definitions of some related terms have been mentioned as below:

- **Ability**: A level of skill or intelligence that we called as ability.
- **Attitude**: One's thinking or feeling about something is known as attitude.
- **Comprehension**: Comprehension is an ability to comprehend and decipher the reading texts.
- **Proficiency**: Proficiency refers to the ability of the learner in language. It refers to having sufficient command of the language for a particular purpose. It is the way of measuring language ability of the students in anticipation of some tasks that they are expected to perform.
- **Reading skill**: Reading is commonly addressed as a receptive skill and sometimes a passive skill. It is a means of language acquisition of communication and of sharing information and ideas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.5 Review of Related Theoretical Literature

This sub-section deal with different theoretical perspectives related to testing proficiency, reading comprehension and reading skill.

Reading comprehension is a process of extracting information from the given texts. It is the process of comprehending of meaning imported by the reading texts. In this regard, Ur (1996, p. 138) mentions that 'Reading means reading and understanding of texts'. So, reading the words without knowing what they mean is not reading at all. Translating written symbols into corresponding sound is not reading at all. It subsumes the decoding of meaning as well. When the readers get the intended meaning of the texts, it becomes reading. While reading, the reader constructs message from the strings of graphic symbols.

Reading is an activity that we generally do while reading newspaper, books, posters, magazines, tables, charts, and so forth. The purpose here is to get required information as efficiently as possible. According to the Grellet (1998, p.3), "Reading comprehension involves the process of extracting the required information from a written text efficiently as possible". Although the reading varies in accordingly with the purpose of reading, type of text, etc., comprehension come to the fore. Therefore, merely getting the gist is not sufficient, detailed understanding is essential. Thus, reading is not a simple and easy activity as we generally perceive. We do several things to get the message from the text. Similarly, the role of schema is equally important. The term 'schema' refers to the assumption that a reader has in his/her mind or the existing knowledge of the text. The text becomes easy to understand provided that the schemata of both the readers and writers. Therefore, the comprehension level varies from person to person and text to text. The experience, culture and socio-economic background also influence the comprehension of the reading texts. That is to why; both readers and writers should have some sorts of common ground for the ease in the comprehension of the meaning. In reading

process, the reader receives information encoded in the graphic symbols by the writer. It is a psycholinguistic process because it starts with a linguistic surface representation and ends with meaning, which the reader constructs and reconstructs. There is an interaction between language and thought. The reader constructs the meaning and with some level of agreement with the original meaning of the writer. Readers attempt to seek the most direct way to meaning and always exploit the strategies to reduce uncertainty. Efficient readers reduce the maximum dependence on visual details.

2.5.1 Testing Proficiency in Language

Proficiency refers to the ability of the learner in language. It refers to having sufficient command of the language for particular purpose. Hence, "proficiency is defined as how much of a language someone has learnt" (Davis et., al., 1999). Brown (1994, p. 258) says, "A proficiency test is not intended to be limited to anyone course, curriculum or single skill in language."

Similarly, Khaniya (2005) views that, "The proficiency test is forward looking test in the sense that it defines the ability of a student in anticipation of some tasks they are expected to perform." The proficiency is concerned with specific skills and abilities rather than general abilities. Tests; Test of English as a foreign language (TOEFL), International English Language Testing System (IELTS) entrance examination at different colleges or universities and the oxford EFL examinations are the example of the proficiency test.

2.5.2 Testing Reading

Reading is usually regarded as a receptive skill because we receive message by reading something. However, it is also thought to be a productive skill because it involves pronunciation. Reading without understanding is just barking at prints and therefore reading involves understanding or comprehension. That is to say, reading subsumes the message. While reading, the reader constructs message from graphic symbols. Reading is an active process. The reader reads words as connected parts of sentence and moves his/her yes forward and background to get the meaning of the text.

Undoubtedly, every normal human being can acquire listening and speaking skills. However, without the knowledge of graphic symbols, it is impossible to read any orthographic text. Thus, reading is a specialized skill. This skill is necessary to all in the present world. Students need to read a number of texts to get the knowledge and develop reading skills. Testing reading here refers to

testing reading comprehension. It encompasses the testing of all the components of reading skill.

In order to test reading skill, reading texts are given to the students and they are required to go through those tests and perform some sort of written or oral task based on the texts given, generally, testing reading involves testing reading aloud and testing reading comprehension. For the former, students are asked to read the text aloud and evaluated based on it. However, for the latter, different types of comprehension questions are asked to the students. We can exploit and following types of test items in order to test the reading comprehension ability of the students:

- Short answer question
- True/false item
- Multiple choice item
- Matching item
- Fill in the blank item.

2.5.3 Reading Skill

Reading is complex cognitive process of decoding symbols in order construct or derived meaning. It is a means of language acquisition, of communication and of sharing information and ideas like all language. It is complex interaction between text and reader which is shaped by reader's prior knowledge, experience, attitudes and language, community. Richards and Renandya (2000, p. 273) say, "Reading is a skill which is highly valued by students and teachers alike". Reading process requires creativity, critical analysis, continuous practice, development and refinement. There are different views on reading which are as follows:

- **Reading as a receptive skill**: It involves receiving message or information from the written texts. It incorporates a number of specific sub skills and the reader's success in making sense of the text largely depends on what expertise he or she has developed.
- **Reading as an interactive process**: It has been established an understanding about reading process that it is not a passive but an active

and interactive process. The efficient readers interact with the texts and intentions of the authors of the texts while they are reading them.

- **Reading as a purposeful process**: Reading is viewed as a purposeful process because various types of reading are categorized according to different purposes. Hedge (2000, p. 195) presents the purpose and types of reading in the following way:

  - ➢ Skimming is used to get a global impression of the context of a text.
  - ➢ Scanning involves searching rapidly through a text, as a specific point of information. For e.g. relevant times on a timetable, items in directory.
  - ➢ Intensive reading involves looking carefully at a text.
  - ➢ Extensive reading involves large dose of reading for pleasure and general purposes.

- **Reading as a critical process**: Critical reading views reading as a social process which is influenced by ideologies and power.

Different types of reading have been identified.

2.5.4 Types of Reading

Sharma and Phyak (2006) have mentioned different kinds of readings on the basis of the purpose of reading and the level of the readers involved. Those are as below:

i.   Extensive and Intensive reading
ii. Skimming and scanning
iii. Silent and loud reading

i.   Extensive and Intensive Reading

Researchers and methodologists often tend to make differences between extensive and Intensive reading. Whereas the former suggests reading is often for pleasure and in a leisurely way. Intensive reading tends to be more

concentrated; less relaxed and often dedicated not so much so pleasure as to the achievement of study goal. Extensive reading generally involves reading of large quantities of material for general understanding.

Hedge argues that the nature of extensive reading will vary with the student's 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 articles 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 pressure 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 learner's awareness about vocabulary grammar, and discourse connectors. The teachers may interrupt and help them to achieve goal.

To motivate learners toward reading we may also set tasks for the students.

Harmer (2007, p. 283) 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."

Some of the tasks that we may ask our students to do are shown as below:

* Tasks for Extensive reading

- Keeping diary
- Reporting
- Journal Writing
- Commenting

- Summarizing

- Review writing etc.

* Task for Intensive Reading

- Matching

- Combining ideas, sentences, or information

- Filling in the gaps

- Making lists

- Choosing the best alternatives

- Completing the table

- Labeling pictures, figures and charts

- Comparing and contrasting ideas

- Focusing on language features

- Identifying facts and so on.

ii.   Skimming and Scanning

We often read in distinctively 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 skimming, we look quickly through a text just to get a general idea of what it is about, in other words, gist. 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, p. 91) 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 etc.

According to Hedges, the following tasks can be used to train our students in scanning.

- Finding words, dates, name etc.

- Locating grammar features,

- Completing table with specific information

- Make short lists

- Comparing values or information and so on.

iii.   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 with pronunciation and articulation.

Reading aloud is advantageous for the beginners. It can also be used as one of 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 a dictionary, glossary, making use of schemata, doing repetition of reading etc.

2.5.5   Importance of Reading

Reading is one of the most important language skills. Reading comprehension is the power of understanding and interaction with the messages sent by writer in a text. It is the process, by which a person acquires language, can communicate the information's and ideas. It is the fundamental skill of language learning.

About the importance of reading, Carrell and Grabe (2002) have expressed that interest in second language reading research and practice has increased dramatically due to the increasing recognition that reading abilities are critical for academic learning. In L2 learning, the learners are intended to be betters readers so that they can speak and write better with the help of knowledge they receive from reading. Reading is an important from both perspectives; learning textual information, or messages and learning language features of the text.

Therefore, the importance of reading in modern time can hardly by exaggerate. Modern world without reading materials is unimaginable. Reading is the cheapest and the best way of getting information, increasing one's professional knowledge and keeps oneself update with the things happening around him.

2.5.6 Reading Comprehension

Comprehension is the power of understand language. It is the process by which a person understands the meaning of written or spoken language. Reading comprehension is extracting specific information or getting general picture or gist of the text. It is the most important and fundamental skill of language learning. The reading comprehension involves two different processed. Reading does not necessarily involve comprehension. However, comprehension is must in reading comprehension. Generally, vocalization is must in reading comprehension. This vocalization comes under the process of reading, whereas silent reading followed by detailed understanding is called for in reading comprehension. There are different reasons for reading. Reading is done for various purposes. Reasons for reading mean reasons for getting students to read texts in a teaching reading lesson. Harmer (2006, p. 68) talks about the following reasons for reading:

- Reading for practicing the skill of reading.
- Reading for study in general.
- Reading for getting pleasure.
- Reading for developing career.

- Reading for getting language exposure that is useful for language acquisition.

- Reading for language study.

- Reading for being acquainted with good reading texts.

2.5.7 Stages of Reading Comprehension

Woodward (2001) has mentioned: Pre-reading, while reading and post reading. Since, reading is primary a receptive skill, the stages are full applicable in teaching, reading comprehension. These stages are briefly explained below:

1. Pre-Reading Stage

This stage of reading practice is primarily intended to prepare students for what they are going to read in following stage. Some warm-up activities are conducted such as asking questions about the text, making them guess what the text is about, playing a guessing game, singing a song, and dealing with the difficult vocabulary from the text and so on. The purpose of the activities in the pre-reading stage is to create interest in the students, motivate them are prepare them for text they are going to read.

2. While Reading Stage

While reading, is the stage for actual reading. At this stage, students are reading text to accomplish the tasks that they have been given. This stage of teaching reading is intended to help the learners understand the text from different perspectives such as content, language, author's intention, socio-cultural, context, power, ideology and so on. The activities of this stage vary considerably but two important things should be carefully observed while engaging students in these activities. Firstly, reading activities are to be designed to help learners better understand and better learn reading not to test their understanding. Testing is important but students should be given opportunity to understand and work for learning. Only then, testing activities become more relevant.

The activities used in the while reading phase also vary according to the type and purpose of reading, some common types of while reading activities while have various purposes and theoretical which have various purposes and theoretical backups and given in the figure below:

- Answer to the text-related questions.

- Scanning items from the text

- Completing the table, charts, sentences

- Making lists, notes of information

- Doing language exercises

- Fill in the information gap

- Choosing the right information

- Identifying facts

- Labeling the pictures, maps and figures

- Matching halves

- Choosing information about writer's intentions and so on.

3. Post- Reading Stage

Post reading activities engage students in the higher level of awareness and cognition. A number of follow up activities which are related to while reading tasks are used in this stage. For example, the students are required to write down a similar story that they had read in the while reading stage or they can be required to write down a summary of the text. Davis and Pearse (2008) argue that this stage is intended to help students to connect what they have read with their own ideas and experiences.

Post-reading stage is important for elaborating, clarifying, connecting and contextualizing the text that students have read in the while reading stage. Despite being for a relatively shorter duration, the post reading phase is also important for consciousness-raising linguistic features and for integration of language skills. The speaking, writing skills can be integrated into the reading activities at this stage.

Some of the common and relevant activities in post-reading phase are:

- Discussing the major issues of the text

- Writing reports, summarize and interpretations of the text

- Debating on the controversial topic in the text

- Role playing

- Doing project work based on the text.

- Doing language work and so on.

To sum up, pre-reading stage is a preparatory stage for making predictions and expectations about reading. The predictions are confirmed and readers actually read and work in while reading stage. They focus on the text in this stage. Finally in post-reading stage the contents are elaborated and the readers employ higher level of cognitive to judge the issues provoked by the reading texts.

2.6 Review of Related Empirical Literature

Proficiency on reading is a broad area of study. Several studies have been carried out on this area. Some of the researches carried out on this area have been reviewed below:

Siwakoti (1996) carried out a study entitled "An Analysis of Reading Proficiency of the Secondary Level Students of Jhapa district". The purpose of his study was to find out the reading proficiency of the students of both public and institutional schools. He selected eighty students through purposive non random sampling procedure from both public and private schools. Questionnaire and observation tools were used for data collection. He came with findings that urban school students performed better than rural school. He also concluded that private school's students performance was better than the community aided schools on all items of text books and non- text book materials.

Similarly, Gaulee (2001) carried out a study entitled, "English Reading Speed of Nepalese Student: A Practical Study". The major objective of his research was to find out the English reading speed of Nepalese students. He has sampled forty Nepalese students as the informants. Questionnaire of reading texts were the tools for data collection. He find out that the average English reading speed of Nepalese students was about almost half of the reading speed of native students of approximately the same level of education. He also found that the average English reading speed of Nepalese students of secondary level was 89.10 words per unit, while the same level native student's average speed was 187.85 words per unit.

Likewise, Chapagain (2002) conducted research entitled "Reading Comprehension and Reading Speed of Ninths Grades". In this study, she attempted to measure the level of reading comprehension and reading speed of the students studying in a public school. She 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 texts were also better on unseen texts in both the pre-test and post-test.

Neupane (2006) carried out research on "Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha District." The main objective of her study was to find out reading proficiency of Grade ten students of Kathmandu and Gorkha District. She took 100 students studying in grade ten in Kathmandu and Gorkha District as the informants. Different types of test items were used for collection data for the research purpose. She conducted from the research that the reading proficiency of the students of Kathmandu was better than of the students of Gorkha district.

Similarly, Adhikari (2008) conducted research on "Reading Proficiency of Bilingual and Multilingual Learners". The major objective of this study was to find out the reading proficiency of bilingual and multilingual learners. Fifty students studying in class ten in different schools of Kaski district were selected as the sample population of the study. The population was to two types; Bilingual and multilingual (Gurung, Magar, Tharu). The finding of the study showed that multilingual learners were less proficient in reading comprehension than bilingual ones.

Joshi (2010) carried out a research on, '"The Effectives of Task Based Approach in Teaching Reading". The objective of the study was to find out the effectiveness of task based language in teaching reading. He selected 20 students studying in grade 9 from Realm International School, Kathmandu. The study showed that, teaching reading through task based approach was found to be better since the progress was seen in every progress test.

B.K. (2011) conducted research on, "Reading Comprehension Ability of Dalit Students'. The main objective of his study was, to find out the reading comprehension ability of Dalit student. Thirty six Dalit students were selected as the sample population of the study. Subjective and objective types of test items were tools of data collection. He came with finding that, the reading comprehension ability of Dalit students was not good, satisfactory and appreciable.

In the same way, Thapa (2012) carried out a study entitled, "Techniques Used by The English Teachers in Teaching Reading." The major objectives of his studies were to find out the techniques employed by the teachers while reading skills and to identify the opinion of the teachers towards the technique used in

the reading skills. He has sampled ten English teachers of ten schools in Lower Secondary Level of Morang District. Questionnaires, survey opinioniares and observation checklists were tools for data collection. The finding of the study showed that, mostly teachers used sanitizing techniques for guessing unfamiliar words and phrases while teaching reading skills, which was 65% in number. Improving reading speed technique was not given priority by most teachers (30%) in their opinion.

Ghimire (2014) conducted a research on, "Reading Comprehension Ability of SLC Candidates". The main objectives of his study were, to find out reading comprehension ability of SLC candidates and to compare the reading comprehension ability of the SLC students in terms of gender. Thirty students of public schools from Arghakhanchi District were selected as the sample population of the study. He made classroom experiment on both seen and unseen texts. Post-test was conducted as well. He came with finding that, students performed better in seen texts than in unseen texts. Based on the data, reading comprehension ability of the students in seen texts was found to be 52.5% and that of unseen text were merely 44.2%. Similarly, in terms of gender, girls were found to be better than boys in reading comprehension ability of community schools.

2.7 Implications of the Review of the Study

Literature review is important for the researcher while conducting the research work in any topic or subject matter to examine and evaluate what has been done before and establish the relevance of this information to our own research. Reviewing the related literature gives the researcher necessary theoretical backup related to his/her study. Regarding this, Kumar (2011, p. 31) states, "The literature review is an integral part of the research process and makes a valuable contribution to almost every operational step. "Various researches from both foreign and Nepalese context are studied and they have their own objectives, procedures, findings, conclusion and recommendations. For conducting the research work successfully, the researcher will review various books, journals, articles, websites, Google, etc. which helps to obtain theoretical and practical knowledge as well as guide this study. All these theoretical and empirical studies will work as milestones for my research.

I reviewed the studies like Siwakoti (1996), Gaulee (2001), Chapagain (2002), Neupane (2006), Adhikari (2008), Joshi (2010), B.K. (2011), Thapa (2012) and Ghimire (2014). These works provided me various ideas to conduct the present research practically and helped me to formulate objectives, make research questions, improve methodology and contextualize the findings. Moreover, these previous research works helped me to interpret the results and make this research scientific and systematic.

All the above mentioned studies are related to teaching reading. Most of them are related to proficiency on reading which is closely associated with the present study. So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works the researchers had used survey research design. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used test items as research tool of data collection, these works have direct implication to my research study because I have also used test items for data collection.

Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.8 Conceptual Framework

The research was attempted to find out "Lower Secondary Level Students' Proficiency on Reading Comprehension". For the fulfillment of the research objectives, the conceptual framework of this study was as follows:

Reading Proficiency

Extensive Reading

Reading Comprehension

Intensive Reading

- Keeping diary
- Reporting
- Journal Writing
- Commenting

- Matching
- Combining ideas, sentences, or information
- Filling in the gaps
- Making lists
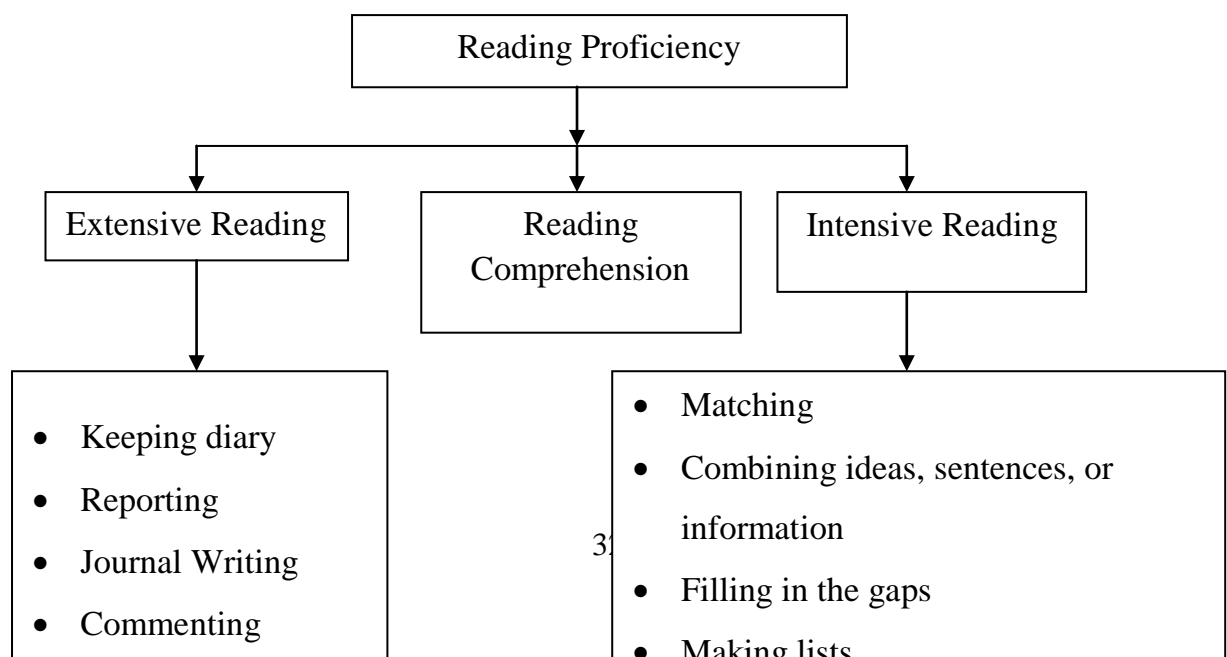
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to precede this study and to fulfill the objectives.

3.7 Design and Method of the Study

I adopted the survey research design to carry out this research work because the population sample for this study was carried out from the large number. Similarly, this study has represented the some schools of Kirtipur, Kathmandu district. And finding was generalized to the students of private and public schools. Survey research is the most popular design of research in social science including in the field of education. Primarily it is carried out in the large numbers of population to find out an attitude belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the finding in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible.

According, to Cohen and Manion (1985), "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale governmental investigations to small scale studies carried out by a single researcher". In other words the purpose of survey is generally to obtain a snapshot of conditions, attitudes and or events at a single point in time. In this sense, survey research is different from other types of researchers as experimental and quasi-experimental research in terms of population of the study, nature of collecting data.

According, to Kerlinger (1986), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables. We can draw the following characteristics from this definition.

- Large population is studied by selecting small sample
- Discovery of the relative incidence.

- Distribution and interrelationship of social and psychological variables in studies.

As research is the systematic process of investigating ideas we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise, these will be fake data. Nunan (2010, p. 141) suggests the following eight step procedures of survey research design.

Step 1: Defining objectives

Defining objectives is the first and most important thing in research design. Therefore, the first task of any researcher is to define objectives of the study what does he/she want to find out. If we carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify the target populations

This is the second step of survey research design under which target population of the study should be mentioned for example; students, teachers.

Step 3: Literature Review

Under this step, related literature should be reviewed. It helps to know about what others discovered about the issues.

Step 4: Determine Sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we going to use to select those study population, e.g. random sampling or non-random sampling or mixed sampling are also important?

Step 5: Identify Survey Instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist etc.

Step 6: Design Survey Procedures

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identifying analytical Procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, and median and so on.

Step 8: Determine Reporting Procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.8 Population, Sample and Sampling Procedure

Survey research demands a large number of populations. So, the population of this study was consisted of public and private school's 8th grade students. Four schools of Kirtipur were selected by using non-random judgmental sampling procedure representing both private and public sectors; Hill Town Secondary School, Creative Boarding School, Mangal Higher Secondary School and Kirtipur Secondary School respectively. I collected data by taking 10 students from each school. There were altogether 40 students.

3.9 Study Area/Field

The field of this research is related to; Lower Secondary Level Students' Proficiency on Reading Comprehension. The research area of this study was Kirtipur, Kathmandu and 8th grade students of private and public schools.

3.10 Tools for Data Collection

In order to carry out the research, a set of test was used. The test items encompassed short answer questions, true/false items, matching items fill in the blanks items based on the reading texts.

3.11 Data Collection Procedure

First of all, reading texts were collected. Based on those texts, test items were prepared to test the student's proficiency in reading comprehension. After preparing the test items, marking scheme was prepared. I went to the field and established rapport with the school administration and teachers. And then I explained the main objective of visiting and fixed the time for data collection. Then I selected the required number of students non- randomly. I distributed the test items and explained what the students are supposed to do. After administration of the test, answer sheet were collected and marked. Finally, I gave thanks to all the students and administration.

3.12 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted exploiting quantitative and simple statistical tools such as percentage, mean and so forth. A set of scheme

to categorize the score was prepared and the result was interpreted on the basis of the set of scheme also. Similarly, qualitative data were analyzed descriptively. A set of scheme to categorize the score obtained by the students was as follows:

SN	Obtained marks classification %	Detail/ Explanation
1	90-100	Outstanding
2	80- below 90	Excellent
3	70- below 80	Very good
4	60- below 70	Good
5	50- below 60	Satisfactory
6	Below 50	Weak

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter subsumes the detailed analysis and interpretation of the data collected from the students. Similarly, results and discussion of analysis have been asserted.

4.3 Results

The purpose of this study was to find out the lower secondary level students' proficiency on reading comprehension. The data collected from the informants were analyzed and interpreted on the basis of the marking scheme. The study showed that the average reading proficiency on reading comprehension of the students was very good (i.e. 73.2%). However, student's proficiency in reading comprehension of the private schools was excellent (i.e. 82.2%), and that of the public school's students was good (i.e. 64.2%). In this way, private schools students' proficiency in reading comprehension was better than public school's students.

4.4 Discussion

This is mainly concerned with the analysis and interpretation of the data collected. The data collected from the students were analyzed and interpreted to find out the students' proficiency on reading comprehension. The analysis was done mainly on the basis of the marks obtained by the students. That is to say, this chapter deals with analysis and interpretation of the data. In order to analyze and interpret data, the statistical tools such as mean (average), and percentage (%) were used and prepared a set of scheme to categorize the score obtained from the students studying in the public school and private school of Kathmandu district. The test was administered to the students of class 8. There were two types of reading texts: Seen Reading text (SRT) and Unseen Reading Text (URT) to the both schools: private and public schools. The full mark of the each set of reading text was assigned 10 and the obtained marks of each set of reading text by each student was analyzed and interpreted on the basis of the following headings.

4.4.1 Students' Proficiency on Reading Comprehension in Seen Texts

For the propose of the finding out the students' proficiency on reading comprehension in seen text, a test was taken from the reading texts given in their book of compulsory English. Student's answers were marked after the administration of the test. The full mark of the test was ten. Students and marks obtained by them are shown below in the table no. 1:

Table No. 1

Marks Obtained in Seen Texts

SN	Name of the students	MOST (Out of ten)	%	Rem
1	Suyog Bista	10	100	Out S.
2	Rakchhaya Adhikari	8.5	85	Exc.
3	Maya Joshi	9 .5	95	Out S.
4	Alisha Dhakal	7.5	75	V. Good
5	Saksham Maharjan	9	90	Out S.
6	Yanjan Kunwar	9	90	Out S.
7	Shreeeti K.C	10	100	Out S.
8	UrushaThapa	9	90	Out S.
9	Riya Maharjan	8.5	85	Exc.
10	Bibek Shrestha	8.5	85	Exc.
11	Amrita Maharjan	10	100	Out S.
12	Aashif Maharjan	10	100	Out S.
13	Arish Maharjan	9.5	95	Out S.
14	Mahek Maharjan	8.5	85	Exc.
15	Inkesh Maharjan	7.5	75	V. Good
16	Prizma Maharjan	9	90	Out S.
17	Suvahaya Maharjan	9.5	95	Out S.
18	Nishant Bhattarai	8.5	85	Exc.
`19	Aavash Maharjan	8.5	85	Exc.
20	Jeelina Basnet	10	100	Out S.
21	Bimala Syangtan	7.5	75	V .Good

22	Alisha Khadgi	8	80	Exc.
23	Mendo Lama	9	90	Out S.
24	Sabin Bhujel	7.5	75	V Good
25	Bidhya Maharjan	9	90	Out S.
26	Sabina Mijar	9	90	Out S.
27	Kiran Bhurtel	7	70	V. Good
28	Arjun Chalise	7	70	V. Good
29	SarojPachhai	7	70	V. Good
30	Diya Bhandari	9	90	Out S.
31	Iman Singh	7.5	75	V. Good
32	Parsanna Maharjan	8	80	Exc.
33	SagunTamang	6.5	65	Good
34	Ritika Sharma	8.5	85	Exc.
35	Suraj Gurung	7	70	V. Good
36	Nirmala Maharjan	7	70	V .Good
37	Sunita Gharti	8	80	Exc.
38	Yaman Bista	8.5	85	Exc.
39	Binita Shrestha	7	70	V. Good
40	Sunil Nepali	6	60	Good
	Average	8.36	83.6	Excellent

Note: MOST- Marks Obtained in Seen Text

The marks obtained by 40 students have been shown in the aforementioned table. Similarly, the marks obtained by them were converted into percentage. After that the average percentage was calculated. On average students got 8.36 out of 10. Based on the data, students got 83.6%. On the basis of the set of marking scheme students were excellent in the Seen reading text.

4.4.2 Students' Proficiency on Reading Comprehension in Unseen Texts

In order to find out the students' proficiency on reading comprehension in Unseen texts, a test was administered on them. Two authentic texts were extracted from literary collections for the purpose of conducting the test.

Students of private and public schools and marks obtained by them in both the unseen texts have been presented in the table no. 2:

Table No.2

Marks Obtained in Unseen texts

SN	Name of Students	MOUT-I (Out of 10)	%	Rem	MOUT-II (Out of 10)	%	Rem
1	Suyog Bista	6.5	65	Good	10	100	Out S.
2	Rakchhaya Adhikari	7	70	V. Good	9	90	Out S.
3	Maya Joshi	6	60	Good	10	100	Out S.
4	Alisha Dhakal	8.5	85	Exc.	9	90	Out S.
5	Saksham Maharjan	6.5	65	Good	8.5	85	Exc.
6	Yanjan Kunwar	7	70	V. Good	10	100	Out S.
7	Shreeeti K.C	9.5	95	Out S.	9.5	95	Out S.
8	UrushaThapa	9.5	95	Out S.	8.5	85	Exc.
9	Riya Maharjan	7.5	75	V. Good	9.5	95	Out S.
10	Bibek Shrestha	9	90	Out S.	8	80	Exc.
11	Amrita Maharjan	8	80	Exc.	8	80	Exc.
12	Aashif Maharjan	7.5	75	V. Good	7.5	75	V. Good
13	Arish Maharjan	8.5	85	Exc.	5.5	55	Satis.
14	Mahek Maharjan	5	50	Satis.	8.5	85	Exc.
15	Inkesh Maharjan	6.5	65	Good	7.5	75	V. Good
16	Prizma Maharjan	5.5	55	Satis.	9	90	Out S.
17	Suvahaya Maharjan	8.5	85	Exc.	7.5	75	V.Good
18	Nishant Bhattarai	7.5	75	V. Good	8.5	85	Exc.
`19	Aavash Maharjan	4.5	45	Satis	10	100	Out S.
20	Jeelina Basnet	4	40	Weak	7.5	75	V. Good

21	Bimala Syangtan	5	50	Satis.	10	100	Out S.
22	Aslisha Khadgi	5	50	Satis.	9	90	Out S.
23	Mendo Lama	5.5	55	Satis.	8.5	85	Exc.
24	Sabin Bhujel	6	60	Good	8	80	Exc.
25	Bidhya Maharjan	4.5	45	Weak	7	70	V. Good
26	Sabina Mijar	4.5	45	Weak .	9.5	95	Out S.
27	Kiran Bhurtel	4.5	45	Weak	7	70	V. Good
28	Arjun Chalise	4.5	45	Weak	7.5	75	V. Good
29	Saroj Pachhai	6	60	Good	6.5	65	Good
30	Diya Bhandari	4.5	45	Weak	8	80	Exc.
31	Iman Singh	3.5	35	Weak	6	60	Good
32	ParsannaMaharjan	4	40	Weak	7	70	V. Good
33	Sagun Tamang	5	50	Satis.	6.5	65	Good
34	Ritika Sharma	4	40	Weak	6.5	65	Good
35	Suraj Gurung	5	50	Satis.	7.5	75	V. Good
36	NirmalaMaharjan	4.5	45	Weak	6	60	Good
37	Sunita Gharti	4.5	45	Weak	5.5	55	Satis.
38	Yaman Bista	5	50	Satis.	7	70	V. Good
39	Binita Shrestha	5	50	Satis.	6.5	65	Good
40	Sunil Nepali	3.5	35	Weak	5	50	Satis.
	Average	5.9	59	Satisfied	7.9	79	Very good

Note: MOUT- Marks Obtained in Unseen Texts

The two unseen texts were used in order to find out the students' proficiency on reading comprehension. Both of the reading texts were of 10 full marks each. Their marks were converted in to percentage, and then the average percentages were calculated. On average, students got 59% out of ten in the first unseen text and they got 79% out of ten in the second unseen text. Overall, lower secondary level students' proficiency on reading comprehension in unseen texts was good (i.e. 69%).

4.4.3 Comparison of Lower Secondary Level Students' Proficiency on Reading Comprehension of Private and Public School

It has made attempted to compare the student's proficiency on reading comprehension of private and public school. In order to compare the lower secondary level students' proficiency on reading comprehension of private and public schools, a set of test was administered. There were two types of reading texts; Seen Reading Text (ST) and Unseen Reading Texts (UT). The full mark of each text was assigned 10. Student's answers were marked after the administration of the test.

Students of private and public schools and marks obtained by them have shown below separately in table no. 3 and in table no. 4:

Table No.3

Students' Proficiency on Reading Comprehension of Private School

SN	Name	Marks obtained by the students			Rem
		ST	UT-I	UT-II	
1	Suyog Bista	10	6.5	10	
2	Rakchhaya Adhikari	8.5	7	9	
3	Maya Joshi	9 .5	6	10	
4	Alisha Dhakal	7.5	8.5	9	
5	Saksham Maharjan	9	6.5	8.5	
6	Yanjan Kunwar	9	7	10	
7	Shreeeti K.C	10	9.5	9.5	
8	Urusha Thapa	9	9.5	8.5	
9	Riya Maharjan	8.5	7.5	9.5	
10	Bibek Shrestha	8.5	9	8	
11	Amrita Maharjan	10	8	8	
12	Aashif Maharjan	10	7.5	7.5	
13	Arish Maharjan	9.5	8.5	5.5	
14	Mahek Maharjan	8.5	5	8.5	
15	Inkesh Maharjan	7.5	6.5	7.5	

16	Prizma Maharjan	9	5.5	9	
17	Suvahaya Maharjan	9.5	8.5	7.5	
18	Nishant Bhattarai	8.5	7.5	8.5	
`19	Aavash Maharjan	8.5	4.5	10	
20	Jeelina Basnet	10	4	7.5	
	Average	9.02	7.07	8.57	

Note: ST-Seen Text, UT- Unseen text

Table No. 4

Student's Proficiency on Reading Comprehension of Public School

SN	Name	Marks Obtained			Rem
		ST	UT-I	UT-II	
1	Bimala Syangtan	7.5	5	10	
2	Aslisha Khadgi	8	5	9	
3	Mendo Lama	9	5.5	8.5	
4	Sabin Bhujel	7.5	6	8	
5	Bidhya Maharjan	9	4.5	7	
6	Sabina Mijar	9	4.5	9.5	
7	Kiran Bhurtel	7	4.5	7	
8	Arjun Chalise	7	4.5	7.5	
9	Saroj Pachhai	7	6	6.5	
10	Diya Bhandari	9	4.5	8	
11	Iman Singh	7.5	3.5	6	
12	Parsanna Maharjan	8	4	7	
13	Sagun Tamang	6.5	5	6.5	
14	Ritika Sharma	8.5	4	6.5	
15	Suraj Gurung	7	5	7.5	
16	Nirmala Maharjan	7	4.5	6	

17	Sunita Gharti	8	4.5	5.5	
18	Yaman Bista	8.5	5	7	
`19	Binita Shrestha	7	5	6.5	
20	Sunil Nepali	6	3.5	5	
	Average	7.7	4.7	6.87	

Note: ST-Seen Text, UT- Unseen text

As displayed in table no.3, students of private school obtained 9.02 out of 10 in seen texts, 7.07 out of 10 in unseen texts-I, and 8.57 in unseen texts-II. Similarly, in the table no.4, students of public school obtained 7.7 0ut of 10 in seen text, and 4.7 in unseen text-I, and 6.87 in unseen text-II out of 10. That is to say, students of private school obtained 9.02 out of ten in seen text and 7.82 out of ten in unseen texts. Whereas students of public school obtained 7.7 out of 10 in seen text and 5.78 out of ten in unseen texts. On average, private school's students got 8.22 (i.e. 82.2%) out of ten in the reading texts whereas public school's students got 6.42 (i.e. 64.2%) out of ten in the reading texts. On the basis of the set of marking scheme students of private schools were excellent and the students of public schools were good. As a whole, private schools students' proficiency on reading comprehension was higher than public school's students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.4 Summary of Findings

Reading is one of the crucial language skills. It is the receptive skill of language. Information cannot be obtained without reading. Therefore, it is very important for language teaching. The main purpose of language teaching is to develop communicate competence in the students. Students cannot develop communicate competence without having good skills of reading. That is to say, students must have good reading proficiency in reading comprehension for the effective learning of language. Grade Eight is the foundation level for the secondary and higher level education system of Nepal. Reading skill occupies greater scope in district level examination. More specifically, this skill covers 40% of the total marks. Therefore, students must have good reading proficiency on reading comprehension. Thus, this study has been carried out in order to find out the lower secondary level students' proficiency on reading comprehension. Similarly, it has also made attempted to compare the lower secondary level students' proficiency on reading comprehension of private and public schools.

The present study entitled, "Lower Secondary Level Students' Proficiency on Reading Comprehension" was carried out with the aim of finding out the lower secondary level students' proficiency on reading comprehension. In order to fulfill the research objectives, the research was carried out in Kathmandu district, where four schools; two private and two public schools were taken as sample. Ten students from each school were selected as the sample population of the study. After that, the test was administered in order to find out the students' proficiency on reading comprehension. The reading texts comprised of both seen and unseen texts. Based on the data, students' proficiency on reading comprehension in seen texts was found to be 83.6% and 59 % that of unseen text. On the basis of the marking scheme, the lower secondary level students' proficiency on reading comprehension was excellent in Seen text and satisfied in that of Unseen texts. Separately speaking, the lower secondary level students' proficiency on reading comprehension of private school was excellent (i.e. 82.2%) and that of public schools students' proficiency on reading comprehension was good (i.e. 64.4%). The result showed that, the lower secondary level students' proficiency on reading comprehension of private school was found better than students of public schools. Overall, lower

secondary level students' proficiency on reading comprehension was very good (i.e. 73.2%).

5.5 Conclusion

Students' Proficiency on Reading Comprehension is crucial for the development of communicative competence in the students. However, in this study lower secondary level students' proficiency on reading comprehension of community schools did not seem so satisfactory. Most of the students were found to be weak especially in the unseen reading texts. The result of this study showed that the private school's students had higher proficiency on reading comprehension than public school's students of lower secondary level. As a whole, student's proficiency on reading comprehension is good as well as satisfactory, but more attention should be paid to uplift the reading comprehension ability of public school's students. Some more conclusions have been outlined below:

- Overall, lower secondary level students' proficiency on reading comprehension was very good (i.e. 73.2%).
- Lower secondary level students' proficiency on reading comprehension of private school was excellent (i.e. 82.2%).
- Lower secondary level students' proficiency on reading comprehension of public school was good (i.e. 64.4%).

- Lower secondary level students' proficiency of private and public schools on reading comprehension in seen texts was found to be excellent (i.e. 83.6%).
- Lower secondary level students' proficiency of private and public schools on reading comprehension in unseen texts was found to be satisfied (i.e. 59%).
- Lower secondary level students' proficiency on reading comprehension of private school was better than public schools.

5.6 Implications

Every study has certain implications. This study has some significant implications as well. The study can be exploited in the field of teaching and learning as well as policy information, including further research. The implications of this study have been categorized in to various types, which have been mentioned in the following section.

5.6.1 Policy Level

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

- The government should plan to develop reading comprehension ability of the students.
- The government should formulate special policies for the effective implication of the students.
- The government should make mandatory provision for the effective monitoring, supervision and conduction of teaching learning activities.

5.6.2 Practical Level

Reading itself is a receptive skill of language. Without reading, students cannot get the knowledge. Therefore, students should have good reading proficiency on reading comprehension. The result of the study showed that students had good reading proficiency in reading comprehension but that was not enough for them. Reading comprehension ability is must for all the students. The study has also several implications at practice level. Some of the implications at the practice level are given below:

- Reading skills should be taught properly in the classroom.
- Teachers should teach reading comprehension taking in to account of the students' age, level, background, and achievement and so on.

- Students should be provided with great exposure to the authentic reading texts.

- Students should be encouraged to skim and scan the reading texts.

5.6.3 Further Research Level

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

- The study can work as a ladder by stepping on which other researchers can achieve their goals.

- This study will be very useful to other researchers who want to the students' proficiency level in reading comprehension of higher level.

- This study can be very useful to the teachers and others who want to increase proficiency in reading comprehension of the students.

- This study can be extremely supportive for those who want to find out the impact of proficiency in reading comprehension on the achievement test.

- This study can be also being beneficial for all who want to study in the related field and subject matter.

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APPENDIX – I

Class: 8   Time: 55 mins

Student's Name: School:

Private School: Public School:

1.   Read the following passage and do the activities that follow: 10

Helen, the wife of king Menelaus was the most beautiful women in all Greece. She was carried away to the city of Troy by Paris, the prince of Troy. Menelaus, full of bitter anger, called for help and he was joined by other Greek kings. The made a great fleet of a thousand ships and sailed to Troy.

For the long years the Greeks tried to capture the great walled city of Troy. The Trojans were brave and determined to save their city which had high, strong walls. They couldn't be beaten by force, but could they be tricked?

In the Centre of the Greek camp a great wooden horse was build. It was put on wheels. It was so high! The whole army worked for many months building it; first the legs, then the body, the great neck and the beautiful head. In the side was a door which was reached by a ladder, and the horse was hollow inside.

One morning, before it was light, the best fighting soldiers climbed inside the horse and the door was shut. The rest of the Greek army packed up the camp, and loaded their ships. They sailed away. Were they returning at last to Greece?

The Trojans had watched. All they saw was one great silent, wooden horse, standing in the middle of the empty plain.

A. **Match the words in column A with their meanings in column B:**

$4 \times 0.5 = 2$

Column A	Column B
i. anger	i. began a journey on water
ii.. hollow	ii. decided officially
iii. determined	iii. fill with something
iv.sailed	iv. having an empty space inside
	v. a strong feeling against someone

B. **Write 'True' or 'False' against the following statements:** $4 \times 0.5 = 2$

a. The prince of Troy took Helen away.

b. The wooden horse was made by the entire police of Troy.

c. There was nothing inside the wooden horse.

d. The doors of the horse could never be opened.

C. **Choose the correct answers and complete the sentences:** $4 \times 1 = 4$

a. Helen was the....................

i. queen of Greece   ii. Princess of Greece   iii.Queen of Troy

b. There was a war....................

i. among Greek countries   ii. Between Greece and Troy

iii. between Helen and Menelaus

c. The Trojans could not be beaten because of ....

i. a great fleet of ships

ii.   The best fighting soldiers

iii.   The great walls

d. Building the wooden horse was ....

i.   a trick of the Greeks to defeat the Trojans

ii.   a trick of the Trojans to defeat the Greeks

iii.   Just a mode of craftsmanship of the people

D.   Answer the following questions.   2×1=2

a. What was the main c

b. What could the Troja   ek camp at the end?

2.   Read the passage and answer the questions given below: 10

When the white people first explored the American West, they found Native Americans living in every part of the region, many of them on the Great Plains. White people saw the Plains Indians as savages, but in fact each tribe and its own complex culture and social structure. They didn't believe that land should be owned by individuals' families, but it should belong to all people. They believed that human beings were indivisible from all the other elements of the natural world; animals, birds, soil, air, mountains, water, and the sun. In the early days of migration, relations between the pioneers and Native Americans were generally friendly. Trade was common, and sometimes for traders married and integrated into Indian society. The travelers gave Native Americans blankets, beads and mirrors in exchange for food. They also sold the guns and ammunition. In the 1840s attacks on wagons were rare and the plain Indian generally regarded these first white travelers with amusement.

A.   Write the words from the text that has the similar meaning to the following words.   4×0.5=2

a. travelled around   b. compound

c. relocation   d. bullets

**B.   Rewrite the following sentences putting them in the correct order.
                    4×0.5=2**

a.   The relation between the two tribes was friendly.

b.   Then social practices were exchanged between the two tribes.

c.   White people travelled to Great Plains of American.

d.   They found the Plains people were not civilized.

C. **Fill in the blanks with appropriate words from the text:** **4×0.5=2**

    a.   The travelers were ……………..

    b.   The Indians lived in ………………

    c.   The Indian believed that should belong to all people. ………

    d.   The Indians used to give the travelers for their goods……………

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

    a.   What were the natural elements?

    b.   What things did the white people sell the Native Americans?

3. **Read the following text and do the activities that follow:** **10**

Hamlet, the brave and handsome price of Denmark was in mourning. The black clothes he wore and the sad look on his face were all evidence of the grief he felt at the death of his father, the late king of Denmark. While a battle win the Norwegians, Hamlet had got the news that his father had died of a snake-bite while asleep in the garden. His uncle Claudius succeeded him as King. Soon after, Hamlet's mother, Queen Gertrude, married Claudius. Hamlet hated his uncle, not only because he was a mean, cunning and sly man, but also because he had married his mother. Hamlet was unhappy about his father's death; a dark suspicion had filled his mind he suspected his uncle killing his father for the throne.

A. **Match the words in Column 'A' with their meanings in Column 'B'.**
5×0.5=2.5

Column 'A'	Column 'B'
Handsome	fight
Evidence	good-looking
Grief	enemy
Battle	sorrow
Asleep	

B. **Write True or False against the following sentences.** **3×1=3**

     i.   Hamlet was mourning his father's death.

     ii.   Hamlet's father was killed in battle against Norway.

     iii.   Hamlet was happy when the Queen and his uncle got married.

C. **Answer the following questions.**

     i.   Why was Hamlet in mourning?

     ii.   Which two countries were in battle?

     iii.   Why did Hamlet hate his uncle?

     iv.   What did Hamlet think about the cause of his father's death?

APPENDIX – II

Answer key

1.

A. Award 0.5 marks for each correct answer.

    i)   strong feeling against someone

    ii)   Having an empty space inside

    iii) decided officially

    iv) Began a journey on water

B. Award 0.5 marks for each correct answer

    a. True

    b. False

    c. True

    d. False

C. Award 1 mark for each correct answer.

    a. queen of Greece

    b. between Greece and Troy

    c. the great walls

    d. a trick of the Greeks to defeat the Trojans

D. Award 1 mark for each correct answer

    a. The main cause of the war was the Helen, the wife of king Menelaus was carried away to the city of troy by Paris, the prince of Troy.

    b. The Trojans could see the wooden horse in the Greek camp at the end.

2.

A. Award 0.5 marks for each co

a. Explored

b. Integrated

c. migration

d. guns and ammunition

B. Award 0.5 marks for each correct answer.

a. White people travelled to Great Plains of American.

b. They found the plains people were not civilized.

c. The relation between the two tribes was friendly.

d. The social practices were exchanged between the two tribes.

C. Award 0.5 marks for each correct answer.

a. friendly

b. great plains

c. land

d. blankets, bread and mirror

D. Award 2 marks for each correct answer

a. The natural elements were soil, air, animal, bird and sun.

b. The white people sold blankets, breads, mirror, guns and ammunitions.

3.

A. Award 0.5 marks for each correct answer

a. good looking

b. proof

c. sorrow

d. fight

e. sleeping

B. Award 1 mark for each correc

i. True

ii. False

iii. False

C. Award 1 mark for each correct answer

i.   Hamlet was in mourning because of his father's death.

ii.   Norway and Denmark were two countries who were in battle.

iii. Hamlet hated his uncle because he had married hamlet's mother and also he was mean, cunning and sly man.

iv.   Hamlet thought that the cause of his father's death was to get the throne of the king by his uncle.

The End

APPENDIX – III

List of Schools

SN	Name	Address
1	Creative Secondary School	Kirtipur,Kathmandu
2	Hill Town Secondary School	Kirtipur,Kathmandu
3	Mangal Higher Secondary School	Kirtipur,Kathmandu
4	Kirtipir Secondary School	Kirtipur,Kathmandu