

**READING COMPREHENSION ABILITY OF GRADE FIVE
STUDENTS**

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

**Submitted by
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**Janta Multiple Campus, Itahari
Faculty of Education
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2023/2079**

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

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DEDICATION

I dedicate this humble work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

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ABSTRACT

This research entitled “Reading Comprehension Ability of Grade Five Students” examines reading comprehension ability of two types of schools: English Medium Community and Institutional. It mainly focuses on the reading and understanding the two passages: one seen and another unseen in order to test students’ reading ability along with the comprehension. To ensure whether they understood or not, subjective and objective questions are asked. In order to find out their reading comprehension ability ten schools were selected from Sunsari district. The researcher went through the theoretical and empirical review of the related literature for making reliable research tools. The tools were made on the basis of the data obtained from literature review. The students were given a set of Questionnaire. The questions were related to the comprehensive testing purpose. The respondents answered genuinely. The data were analyzed and interpreted. It was found out that there is no significant difference between English medium community schools and institutional schools in reading comprehension ability.

There are five chapters in this present research. In the first chapter, the introduction of the research work has been presented. It includes the background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definition of key terms. The second chapter is about the review of both theoretical and empirical literature. It includes reading comprehension, testing of reading comprehension, reasons for reading, types of reading skills, strategies of teaching reading, implication of the review of the study and conceptual framework of the study. The third chapter includes the methods and procedures of the study. It includes design of the study, sources of data, population and sample population, sampling procedure, data collection tools and data collection procedure. Likewise, in the fourth chapter the result has been presented with analysis and interpretation. Finally, in the fifth chapter, the findings, conclusion and the implications at different levels have been given. References have been presented in the last chapter.

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ABBREVIATIONS

CDC	:	Curriculum Development Center
L1	:	First Language
L2	:	Second Language
P.C.L	:	Proficiency Certificate Level
R & D	:	Research and Development
TSC	:	Teachers' Service Commission