

CHAPTER ONE

INTRODUCTION

This study is about, "Reading Comprehension Ability of Grade Five Students". This chapter consists of the background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

Like other parts of Nepal, parents are worried about sending their children to different schools like English Medium Community schools and institutional schools. Many parents believe that children can be more talented and their comprehensive level is very high when the children are sent to institutional schools. To get the field based study how they are different from each other reading in different types of schools, I ventured to study on both type of students taking the sample study of grade five. I believe that this research can be helpful to presume other students studying in different levels.

General Background of the Study

Learning to read is very important to enable formal education in which reading to learn takes the central focus (William, 1998). As learning is an ongoing process, it requires one to have the ability to process information. The world of today demands readers who are able to read more and faster than before. There are now more media in which information is being conveyed which require more effective instruction approaches to assist learners to effectively understand the ever-increasing variety of textual formats (Morrow & Gambrell, 2003). The basis of it all is the ability to read which has been defined as; "the process of deriving meaning from print" (Reynolds & Fletcher-Janzen, 2002; Njuki & Nakitende, 2013, p.12). On the same, (Harris, 1981) defines reading as an interpretation of written word symbols through interaction between graphic symbols which represent language and the readers' skills in the language with an aid of cognitive

and background knowledge. While the main emphasis in this study is reading comprehension, but it cannot be isolated from the other components of reading which are being portrayed in this definition.

According to Pressley (2006, p.35), “reading comprehension is about getting the meaning out the text”. On the same Goodman agrees that reading comprehension should be understood as making sense of print (Goodman, 1994; Pressley, 2006). All these definitions are stressing on the importance of understanding the written text. However, the RAND definition is relatively broad because it is looking at reading comprehension as a process, which involves extracting and constructing meaning. This process is done through the reader’s interaction and involvement with the written text (RAND Reading Study Group, 2002; Duke, Presssley, & Hilden, 2004). Therefore, going by RAND’s definition, reading comprehension to be accomplished requires the active participation of a reader, presence of the text, achievability of the activity, and the social context.

Reading is one of the basic skills of language. It is third but an important skill for language development. Hornby (1996) defines, “Reading means the action of looking at and understanding the meaning of written or printed words or symbols.” Therefore, reading is the most common and the means of receiving printed or written information, similarly, reading comprehension is the ability easily and efficiently to read text for meaning. The main aim of the reading text is to get the messages or ideas from the text.

Similarly, 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) states that the reader should acquire some reading skills: Scanning, Skimming, reading for pleasure and reading for detailed comprehension using these skills.

Statement of the Problem

The main purpose of language teaching is to develop communicative competence

in the part of the learner. Without language, communicative competence is not acquired. Learning language is not an easy task. It requires all four skills: listening, reading, speaking and writing. Reading comprehension is the ability to read text, process it and understand its meaning. There are different levels of reading comprehension such as lexical comprehension, literal comprehension, interpretive comprehension, and applied comprehension.

Reading comprehension is the most required skill. In the context of Nepal, most of the students of English Medium Community Schools could not understand the text easily and read the text properly. In the classroom, students faced several problems like; not getting the point, forgetting what they have read and so on. English Medium Community Schools have been found weak in resources in the comparison to English medium schools in terms of teaching learning materials, facilities and the ratio of teacher and students. English Medium Community School curriculum implies English as a compulsory subject and other subjects are taught through Nepali language. On the other hand, English Medium Community Schools implemented the policy of teaching the entire subject through English except Nepali subject.

Therefore, this research Reading Comprehension Ability of Basic Level Students of Institutional and English Medium Community Schools will study the difficulties of reading comprehension ability of Basic level students of Institutional and English Medium English Medium Community Schools.

Objectives of the Study

The objectives of the study are given as follows:

- i. To find out the reading comprehension ability of basic level students of institutional and English medium community schools.
- ii. To compare and contrast between institutional and English medium schools.

- iii. To suggest some pedagogical implications.

Research Questions

The study is oriented to find the answers to the following questions:

- i. What is the reading comprehension ability of Basic level students of Institutional and English Medium Community Schools?
- ii. What are the differences and similarities between reading comprehension ability of English medium based and Institutional schools?
- iii. What is the student's attitude toward reading?

Significance of the Study

At first, this study is significant to those who have particular interest in teaching reading comprehension in English medium as well as Nepali medium of English Medium Community Schools. This study tries to prove that in this competition era how English language is to be taught to the Basic level students. This study contributes to the teaching of English in a way that it can empower the learners and develop learners' autonomy. As a result it provides teachers and the students' insights regarding the differences between the performance of the English medium community and institutional schools in reading comprehension. Finally, it is equally useful for all stakeholders related to teaching of English as a foreign language.

Delimitations of the Study

The study has the following delimitations, which can be mentioned as follows:

- i. The study is limited in 'Reading Comprehension Ability of Basic Level Students of English Medium Community and institutional schools.'
- ii. This study is limited to find out the similarities and differences of Institutional Schools and English medium based English Medium Community School's students in reading comprehension.

- iii. The design of the study is based on survey research.
- iv. The study only included test as a tool for data collection.
- v. The study included 50 students from five English Medium Community Schools of Sunsari district.
- vi. The study includes 50 students from five institutional schools.
- vii. Sampling of population for the study has been selected by following nonrandom purposive sampling.

Operational Definitions of Key Terms

The key words that are used for my study can be enlisted with their contextual meaning in the research as follows:

Reading Comprehension: ability to read text, process it and understand its meaning.

Ability: The skill to do something well.

Extensive Reading: A way of reading skill mainly uses for one's own pleasure and it is done without teacher's guidance.

Intensive Reading: A way of reading skill mainly uses in reading short texts, usually for detailed study.

Skimming: A rapid survey of texts, passage, articles and books to find out what it mainly consist of.

Scanning: A way of quickly skill mainly uses to locate specific information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTIONAL FRAMEWORK

This chapter deals with review of related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework.

Review of Theoretical Literature

Language is a mean of communication as it works as an instrument in the communication process. Human beings express their opinions, emotions, feelings, desires and ideas with the help of language. Language is a versatile tool to serve functions. A function in language refers to the purpose for which utterances of language are used. Language is not an end in itself but it is the means of communication. Crystal (1994) defines, "Language is the systematic, conventional use of sound, signs or written symbols in a human society for communication and expression." Thus, language is the powerful means of communication and communication is the overall global function of language. In this communication era, the English language has become the lingua franca of the world. It is an international language. So in the teaching and learning process language play vital role.

We know that language is the universal phenomenon. English has been a must for almost all the people of the world. It is taught and learned everywhere in the world. English is an international language and widely spoken all over the world. In the face of the today, nothing can be read without English because most of the world's literature is written in English. In this sense, reading plays significant role to enrich knowledge about the world. Reading is a process of gaining knowledge from given passage or text. It involves extracting the required information from the text as effectively as possible. Therefore, the interaction of the reader and the text is central to the understanding of the

text in an interactive process.

Reading skill is one of the respective skills because we receive information or ideas from the given text. Richards and Renandya (2002, p.273) defined, “Reading is a skill which is highly valued by student and teacher alike.” in this way, reading is one of the language skill.

Reading Comprehension

Reading is one of the receptive language skills. Reading generally means understanding or making sense of a given text. Reading comprehension is a process of understanding a text in its simple sense. Understanding a text means comprehending a text. Ur (1996, p.138) mentions: “Reading means reading and understanding of the texts.” That is to say, reading involves the process of decoding. Similarly, Grellet (1998, p.3) defines, “reading comprehension involves the process of extracting the required information from a written text as efficiently as possible.” Reading is not a simple and easy activity, as we generally perceive. Similarly, the role of schema is an equally important .The term 'schema' refers to the assumption that a reader has in his/her mind or the existing knowledge of the text. Therefore, the comprehension level varies from person to person and text to text. In this context Nutall (1993, p.7) expresses his views that the way we interpret successfully depends on whether our schema are sufficiently similar to the writer's. Thus, reading is the total understanding of a message in a text. So, in a usual way, reading is handled as reading comprehension. In the words of Davies (1914, p.185), “Reading comprehension is a process of receiving message from a written text” To sum up, reading comprehension refers to the ability to get ideas or information from the given text.

Reading Skill in Basic English Curriculum

The curriculum of Basic level is described in two ways. In the first part, there is

the list of the main language structure introduced and used during the year. Similarly, the second part describes the kind of the task which students will be taught to do and the skills they will gain during the year. The skills are divided into four areas. They are: listening, speaking, reading and writing. There will be a district level examination at the end of the class eight. 20% marks should be allocated to listening and speaking skills and 80% marks should be allocated to reading and writing skills.

Harmer (2008, p. 54) talks about the following objectives of reading skills of class five. They are:

- i. Underline the meaning of unfamiliar words while reading.
- ii. Enhance skills to use dictionary and thesaurus.
- iii. Read and scan important facts/ideas from a variety of reading text (written, printed, electronic)
- iv. Read informative texts and show understanding by retrieving important facts and ideas.
- v. Understand information/ facts presented in diagrammatic form like chart/ cartoon, and short out the main information.
- vi. Follow multistep instructions and procedures correctly.
- vii. Read and predict the possible consequences of the remaining part of a text or story.
- viii. Comprehend simple literary texts such as poem, drama, essay and story.

Testing of Reading Comprehension

Teaching and testing occur together. Teaching and testing are interrelated to each other. With the absence of testing, we cannot measure the reading comprehension ability of the students. Thus, testing reading in general is testing of reading comprehension but specially testing reading refers to testing of all the components of reading skills.

Different types of questions are asked to the students. We can exploit the following types of test items in order to test the reading comprehension ability of the students.

- i. Multiple choices item
- ii. True/False item
- iii. Short answer questions
- iv. Matching items
- v. Filling in the blanks
- vi. Cloze item

These items can be described as follows:

Multiple choices item

This item includes the actual multiple choices reading comprehension based on a reading extract. Such an item is useful to concentrate on developing intensive reading skills on the part of the students.

True/False item

This item based on reading passages is one of the most used types of reading tests. It can be equally effectively used at both elementary and more advanced levels.

Short answer questions

In this test item students should give the short answers of the given questions based on the passage.

Matching items

Matching item is one of the test item, in this item there are given two columns, students should match the answer of each column. This item is suitable for lower level students. This item can be used in progress test to develop word recognition speed in early stage.

Filling in the blanks

In this item type, the student is asked to complete the blank spaces in a reading text. Such item measures the student's comprehension of the whole text.

Cloze test

Cloze test is one of the techniques of testing reading. In such item, students do not have to supply their own words in the gaps. Alternatives are given to supply in each gap.

Reasons for Reading

Reading is an important part of academic development. It is the basic skill for literacy. For language, learning and teaching, reading cover most of the part of the total effort.

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 being acquainted with models for future writing.

Reading for language study.

Reading for being acquainted with good reading texts.

Reading for practicing the skill of reading means students read different texts for improving their reading skill. Reading for study in general senses that students read various texts for various purposes. Reading for getting pleasure refers to students read different genres for entertainment like; poems, essays, stories, dramas, novels and so on. Reading for developing career sense that students want to engage in different sectors after

their study as some of them want to be a good teacher, doctor, engineer and so on.

Similarly, reading for getting language exposure that is useful for language acquisition.

Reading for being acquainted with models for future writing means reading is foundation for writing. Reading for language study refers to reading is an important part of academic development. Reading for being acquainted with good reading texts senses that ways of obtaining new information or knowledge exploding in the new world.

Types of Reading Skill

Different types of reading have been identified:

Extensive and intensive reading

Skimming and scanning

Silent and loud reading

Extensive Reading and Intensive Reading

Extensive reading is done for pleasure, information. 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 or marks. According to Grellet (1981), “extensive reading is the main way of reading longer text, usually for one's own pleasure. There are many advantages of extensive reading they are:

- i. Extensive reading promotes increased knowledge of the world.
- ii. Extensive reading ensures improved reading and writing skills.
- iii. Extensive reading creates more positive attitude toward reading.
- iv. Extensive reading contributes for greater enjoyment of reading.

The pedagogical value attributes to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials will produce a beneficial effect on the learner's command of the L2.

Similarly, intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of study goal. Intensive reading is seen as offering many advantages related to the development of language features.

Some of these are:

- i. Intensive Reading requires higher degree of understanding of the L2 features such as vocabulary, grammar and message.
- ii. Intensive Reading encourages students to capture both specific and general information from the text.
- iii. Intensive develops explicitly the knowledge on language and style.
- iv. Intensive Reading requires students to answer detailed comprehension question.

To sum up, Extensive Reading followed by general questions e.g., about gist, summary, main idea, or author-intension. Intensive Reading requires readers to answer detailed comprehension questions so that they can extract specific information from the text.

Skimming and Scanning

When skimming, readers intend to get gist of the text from rapid reading. The reader may also aim at finding out the general tendency and intension of the author of the text. A number of skimming tasks have been suggested for the foreign language teaching and learning purpose. Some of them are:

- i. Comparing things or events,
- ii. Predicting and previewing,
- iii. Summarizing,
- iv. Selecting a title,
- v. Creating a title,
- vi. Finding out gist, etc.

On the other hand, scanning involves students/readers trying to locate specific information, without following the linearity of the passage. Readers may try to scan the text until they find what they are looking for. The following tasks can be used to train our students in scanning:

- i. Findings words, dates, names, etc.
- ii. Locating grammar features,
- iii. Completing table with specific information,
- iv. Making short lists,
- v. Comparing values or information, and so on.

Silent and Loud Reading

Reading can also be categorized into various types based on procedures involved in it. Silent and loud reading is one of the classifications of reading which may operate through different procedures. Loud reading, which is also known as oral reading, is concerned more with pronunciation and articulatory practice than with comprehension and inner thought.

On the other hand, silent reading is more concerned with higher level of comprehension and interpretation than with pronunciation and articulation. Reader's mental mechanisms are fully engaged in the process of reading.

Stages of Teaching Reading

There are three stages for teaching reading they are:

- Pre-reading stage;
- While reading; and
- Post-reading stage

Pre-reading stage

This stage of reading practice is primarily intended to prepare students for what

they are going to read in the following stage. This stage is helpful to activate the prior knowledge of the students about the topic. This may also raise students' interest and motivation to reading and make them prepared for reading the text. Different kinds of pre-reading activities that are often suggested are:

- i. Talking about pictures, figures or charts accompanying the text
- ii. Predicting the content through title
- iii. Discussing the topic
- iv. Having a small debate related to the issue or topic and so on.

While-reading stage

While-reading stage 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 perspective such as content, language, author's intension, and power and so on. Some common types of while-reading activities are:

- i. Answering to the text-related questions
- ii. Scanning items from the text
- iii. Completing the table, charts
- iv. Making lists, notes of information
- v. Doing language exercises
- vi. Choosing the right information
- vii. Fill in the information -gap and so on.

Post- reading stage

Post- reading activities engage students in the higher level of awareness and cognition. These emphasize analytical as well as critical work so that readers can make explicit impressions about content, context and language of the text. A number of follow-

up activities which are related to while- reading tasks are used in this stage.

In this way, post -reading stage is important for elaborating, clarifying, connecting, and contextualizing the text that students have read in the while-reading stage. A number of activities are recommended for post-reading stage they are:

- i. Discussing the major issues of the text
- ii. Writing reports, summaries, and interpretation of the text
- iii. Role playing
- iv. Doing project work based on the text
- v. Doing language works and so on.

Review of the Empirical Literature

A number of research works have been carried out in the field of language skills. None of the studies exclusively deals with the reading comprehension ability of Basic level students of English Medium community and institutional schools. Some research works related to this study are reviewed as follows:

Shah (2008) carried out research on “Reading Comprehension Ability of Grade Twelve Students of Dhanusha District”. The objective of his study was to find out the reading comprehension ability of grade twelve students of Dhanusha district. For the study, he used both subjective and objective type of test items as a research tool. His study showed that the students of grade twelve can comprehend a seen text better than unseen text and girls ‘students have better reading comprehension than boy students of grade twelve of Dhanusha district.

Likewise, Gautam (2009) has carried out research on “Activities used by Teachers while Teaching Reading.” The objective of his study was to find out the activities used by the teachers while teaching reading skills at P.C.L. He used observation checklist and survey opinionative as research tools. The findings of the research showed that less than

50% teachers used proper activities while teaching reading.

Furthermore, for the expansion of knowledge on my topic, I also reviewed the research work done by Ghimire (2014) on the topic “Reading Comprehension Ability of SLC Candidates. The objective of his study was to find out the reading comprehension ability of SLC candidates. He used open ended questionnaire as research tools. He concludes that most of the teachers were found teaching-reading texts using translation method since the result depicts the fact.

Likewise, Khatiwada (2016) carried out research on “Reading Comprehension Ability of Eighth Graders”. The objective of her study was to find out reading comprehension ability of eighth graders of Sunsari district. She used both subjective and objective questions as research tools. She concludes that the students are found to be very poor in unseen biography. Students are found having better reading comprehension in letter than story.

Similarly, Rai (2017) carried out research on” Reading Comprehension Ability of Secondary Level Students of Institutional and Public Schools.” The objective of her study was to find out the reading comprehension ability of secondary level students of Institutional and public school. For the study, students of class ten of Institutional and public schools of Ilam district were the Basic sources of data and books, thesis journals, articles, websites, magazines and materials were used as secondary sources of data. Test items of two unseen reading passages were analyzed by using mixed method. She concludes that the reading comprehension ability of Institutional school students is better than public school students.

Implication of the Review for the Study

Literature reviews make researchers clear about the topic for their study. They provide various dimensions of the topic. The literature review helps me to understand the

topic more clearly and explain broadly to make my data reliable. Moreover, it makes me develop the concept of the research paper. From this review of literature, I understand that reading comprehension is one of the most required skills of language learning.

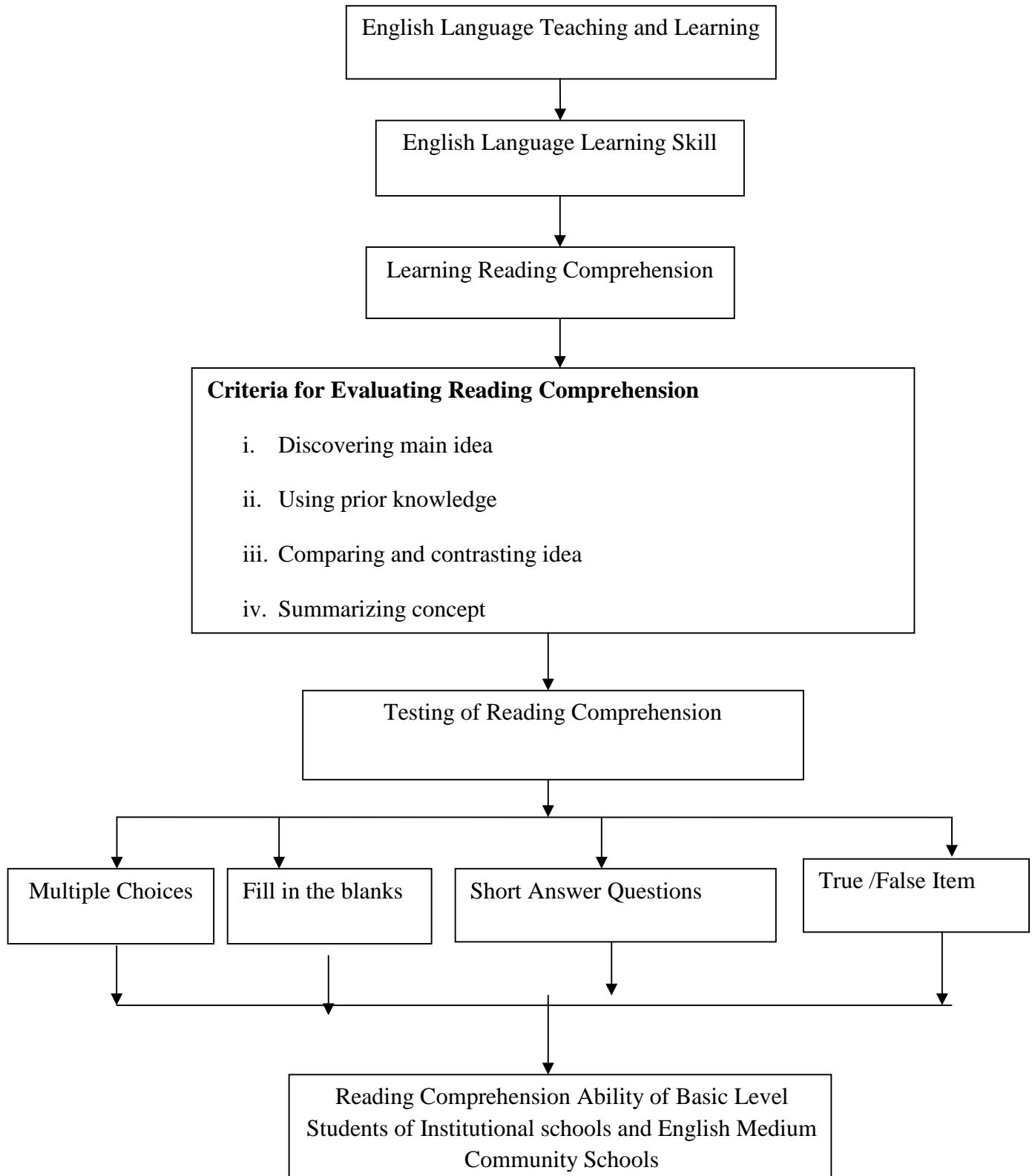
All the above-mentioned studies are related to teaching reading comprehension. Most of them are related to reading comprehension, which are closely related with my study.

From the above studies, I receive regarding the formulation of research tools, methodology, and analysis and so on. The review of the study supports my study. By going through all these researchers, I will expand the horizon of my knowledge

Conceptual Framework

Figure 1

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology of the study. The study aims to find out factors of research at grade five students. The researcher followed the following methodology in his study to carry out the research work. The sampling was taken equally from both types of students. The same passage was asked to both type of students and analyzed accordingly.

Design and of the Study

Research design is a clearly planned procedure for carrying out the research. The design of the study was mixed (qualitative and quantitative) survey based on fieldwork. The prepared questionnaires were taken to the field in order to survey the contemporary situation of reading comprehension at Basic level. It included data collection sources, population, and sample, research instruments and procedure of data collection. The researcher gathered the existing data by visiting the selected schools. Both primary and secondary data were used. I randomly selected five institutional schools and English Medium Community Schools of Sunsari district and distributed the scene passages to the students of grade five. Then, I analyzed the respondent's responses and reached the conclusion.

Primary Sources of Data

The researcher went to different institutional and English Medium Community Schools of Sunsari District; collected responses from the relevant questionnaire and interviewed from the students and teachers as primary sources of data.

Secondary Sources Data

The researcher consulted the related books thesis, reports, internet, etc. as the secondary sources of data. The main sources that the researcher consulted were Harmer,

J. (2008), Anderson (2008), Crystal (1994), Grellet (1994), thesis, articles, websites and materials available on the internet related to the present research.

Population and Sample of the Study

The population of this study was the English Medium Community and Institutional School students of class five from Sunsari district. The sample of the study was 50 students from English Medium Community Schools and 50 students from Institutional schools.

The total population of the study consisted of basic level (grade 5) students of institutional and English Medium Community Schools of Sunsari district.

The sample population consisted of 100 students from 10 schools: 5 from institutional schools and 5 from English Medium Community Schools. The total students were 100 from English Medium Community Schools and institutional schools, 50 students from English Medium Community Schools and 50 from institutional students.

Sample Procedure

I went to different schools in Sunsari district with the motive of asking the related schools for my survey. As I visited the different schools, the teachers showed great cooperation and helped me in every possible way. Besides, they helped me formulate the type of questions and sit for the exam that I gave in the schools.

The study was a field survey. As the purpose of carrying out survey studies Koul (1984) has pointed out these objectives – which surveys are generally intended for: a) gathering the data concerning the existing status, b) comparing the existing status with the established status and standard, and c) identifying the means of improving the existing status. So survey is conducted to collect the data, to compare them against the old data and to suggest what can be done to improve the situation after analyzing the existing situation. Therefore, this is also survey research and accordingly the researcher collected

the data from ten schools of Sunsari district. Furthermore, 100 students were given questionnaire for the schools.

Data Collection Tools

The tools for collecting data were the questionnaire to the students. Each question was for gathering data for understanding reading comprehension.

Data Collection Procedure

After preparing the tools, the researcher visited the selected schools and requested the Headmaster with the request letter and explained all about his research study. Then he requested for the permission to collect data from the students. He followed the following procedures:

- i. The researcher introduced with the teachers and students.
- ii. He briefly explained the purposes of the study.
- iii. He distributed the questionnaire to the students.
- iv. He collected all the answer sheets from each student.

Research Tools

In order to carry out the research, a set of tests has been used. The test items were short answer questions, True/False items, matching items; fill in the blank items based on the reading passages.

UNIT FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and Interpretation of Results

This chapter deals with analysis and interpretation of primary data collected from the basic level students of both community and institutional schools. The main purpose of the study was to find out the reading comprehension level of class five students in these schools. The results of the study of the students have been tabulated, interpreted and analyzed. In doing so, simple statistical tools have been used.

The responses from the community students have been interpreted and analyzed at first. Then the responses from the institutional students have been interpreted and analyzed. There are mainly two sections in this chapter. They are:

- i. Analysis of students' responses from English Medium Community Schools
- ii. Analysis of students' responses from institutional schools

Whole Reading Comprehension Ability of Grade Five Students

All together 100 students were given a set of questionnaires. The questionnaires were related to reading comprehension. Altogether two reading passages were asked to the 100 students. The questions included matching, true/false, comprehensive questions, filling in the blanks. The questions were asked intending the students to be checked their comprehensive power, seriousness and the patience. The researcher analyzed all the factors collected from the students using both statistical and descriptive tools. While analyzing the data, total responses of each item were calculated and tabulated. The researcher described the responses of the students. The students were divided into two groups: community students (50) and institutional students (50).

Table 1*Whole Reading Comprehension Ability of Community and Institutional School Students*

Tools	Marks Obtained
Mean	22.85
Percentage	76.17
Range	21.5
Standard Deviation	4.53

The table 1 shows the average marks (mean), percentage, range and standard deviation. Based on the obtained marks, the students' level was measured. The researcher took 100 students from grade five. According to the table above, the average marks obtained by the students was 22.85 i.e. (76.17%). The range can be calculated by subtracting the lowest marks from the highest one. Therefore, the difference between the highest and lowest marks was 21.5. So, the range was 21.5. Similarly, standard deviation indicates how much on average, test scores tend to deviate from the mean. The standard deviation was calculated 4.53 from the above data.

From the above table, it can be explained that the students of both type of schools are moderate in reading ability. Although teachers must focus on them more than before, it is still optimistic result.

Reading Comprehension Ability of English Medium Community and Institutional School Students.

Table 2

Marks Obtained by the students of English Medium Community and Institutional Schools

Tools	Marks Obtained	
	Community	Institutional
Mean	23.14	22.56
Percentage	77.13	75.20
Range	21	20.5
Standard Deviation	4.40	4.68

The table 2 shows the students studying in the Community and Institutional schools and their obtained marks on average. According to the table, the average (mean) marks of the English Medium Community School students is 23.14 i.e. 77.13%. The highest mark of English Medium Community School students was 30 marks while the lowest mark was 9. Similarly, the average range that is calculated by subtracting the lowest marks from the highest one is 21. Moreover, the standard deviation of the English Medium Community Schools was 4.40.

Similarly, the average marks of the institutional school students is 22.56 i.e. 75.20%. The highest marks of the institutional school students were 29 and the lowest marks were 8.5. The range of the institutional school students was 20.5. Likewise, the standard deviation of the institutional school students was 4.68.

From the above table it can be interpreted that there is no significant difference between community and institutional school students in English reading comprehension, though there is slightly higher marks the English Medium Community School students have obtained. It shows that the English Medium Community School students are better

in reading comprehension ability than the institutional school students.

Reading Comprehension Ability of English Medium Community School Students.

50 students who study at English Medium Community Schools were selected for the study. The researcher used 5 English Medium Community Schools for the purpose. The mark obtained by the students was in average (mean) and percentage as shown in the following table.

Table 3

Marks Obtained by the Students of A1 School

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	22.5	75.0
2	S2	Male	19	63.3
3	S3	Male	9	30.0
4	S4	Female	23.5	78.3
5	S5	Female	24	80.0
6	S6	Male	24.5	81.7
7	S7	Female	23.5	78.3
8	S8	Female	16.5	55.0
9	S9	Male	23	76.7
10	S10	Female	23.5	78.3

The table 3 shows the reading comprehension ability of A1 school students in the passage reading test. First of all, the total mark obtained by each student has been calculated and their respective percentage has been taken out from the full marks 30. According to the table, most of the students have scored more than 20 marks out of 30. It

shows that reading comprehension ability in the school is not satisfactory, as some of the students have scored below 20 marks. The average mark of the students of A1 is 20.9 while the average percentage is 69.67. Therefore, we can conclude that the students of the school have not performed as much as they are expected.

Table 4

Marks Obtained by the Students of A2 School

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Male	30	100.0
2	S2	Male	29.5	98.3
3	S3	Female	12.5	41.7
4	S4	Male	15	50.0
5	S5	Female	23	76.7
6	S6	Male	24	80.0
7	S7	Male	28	93.3
8	S8	Male	25	83.3
9	S9	Male	16	53.3
10	S10	Female	24	80.0

The table 4 shows the reading comprehension ability of A2 school students in the passage-reading test. In the beginning, the total mark obtained by each student has been calculated and their respective percentage has been taken out from the full marks 30. According to the table, almost half of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is far below. The average mark of the students of A2 is 22.7 while the average percentage is 75.67. Therefore, we can conclude that the students of the school are a bit better at reading ability though there

are many rooms to improve them.

Table 5

Marks Obtained by the Students of A3 School

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	28.5	95.0
2	S2	Female	22.5	75.0
3	S3	Female	27	90.0
4	S4	Female	24.5	81.7
5	S5	Female	24.5	81.7
6	S6	Male	24.5	81.7
7	S7	Female	27	90.0
8	S8	Male	27.5	91.7
9	S9	Male	26	86.7
10	S10	Female	24.5	81.7

The table 5 shows the reading comprehension ability of A3 school students in the passage-reading test. In the beginning, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. From the table above, it can be interpreted that most of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is quite satisfactory. The average marks of the students of A3 are 25.65 while the average percentage is 85.5. Therefore, we can conclude that the students of the school are moderate at the reading comprehension ability.

Table 6*Marks Obtained by the Students of A4 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	26.5	88.3
2	S2	Male	20.5	68.3
3	S3	Male	30	100.0
4	S4	Male	26.5	88.3
5	S5	Female	22.5	75.0
6	S6	Female	25	83.3
7	S7	Male	25.5	85.0
8	S8	Female	23.5	78.3
9	S9	Male	22	73.3
10	S10	Female	24.5	81.7

The table 6 shows the reading comprehension ability of A4 school students in the passage reading test. At the beginning of the analysis, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. As shown at the table, most of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is quite good. The average marks of the students of A4 are 24.65 while the average percentage is 82.17. Therefore, it can be interpreted that the students of the school are above average at reading comprehension ability.

Table 7*Marks Obtained by the Students of A5 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	24.5	81.7
2	S2	Female	24.5	81.7
3	S3	Male	16	53.3
4	S4	Female	24.5	81.7
5	S5	Male	19	63.3
6	S6	Male	24	80.0
7	S7	Female	23.5	78.3
8	S8	Male	25.5	85.0
9	S9	Male	22	73.3
10	S10	Female	14.5	48.3

The table 7 shows the reading comprehension ability of A5 school students in the passage reading test. First of all, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. According to the table, more than half of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is average. The average marks of the students of A5 are 21.8 while the average percentage is 72.67. The students who have scored more than 20 marks have not performed as well as they are expected to. Therefore, we can conclude that the students of the school are average at reading comprehension ability.

Reading Comprehension Ability of Institutional School Students

Table 8

Marks Obtained by the Students of A6 School

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Male	24.5	81.7
2	S2	Female	25	83.3
3	S3	Male	27	90.0
4	S4	Male	8.5	28.3
5	S5	Male	24	80.0
6	S6	Male	21	70.0
7	S7	Female	28	93.3
8	S8	Female	27	90.0
9	S9	Female	27	90.0
10	S10	Female	26	86.7

The table 8 shows the reading comprehension ability of A6 school students in the passage reading test. First of all, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. As the table shows, most of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is good. However, the marks difference seems higher in the table. For example, one student has only scored 8.5. It means, there is mixture of poor and good students in the class. The average marks of the students of A6 are 23.8 while the average percentage is 79.33. Therefore, we can conclude that the students of the school are good at reading comprehension ability.

Table 9*Marks Obtained by the Students of A7 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	29	96.7
2	S2	Female	29	96.7
3	S3	Male	26	86.7
4	S4	Male	13	43.3
5	S5	Female	25	83.3
6	S6	Female	18	60.0
7	S7	Female	29	96.7
8	S8	Female	28	93.3
9	S9	Female	29	96.7
10	S10	Male	26	86.7

The table 9 shows the reading comprehension ability of A7 school students in the passage reading test. First of all, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. According to the table, most of the students have scored more than 20 marks out of 30. As the table shows that reading comprehension ability in the school is quite satisfactory. The average marks of the students of A7 are 25.2 while the average percentage is 84. Therefore, we can conclude that the students of the school are excellent at reading comprehension ability.

Table 10:*Marks Obtained by the Students of A8 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	23	76.7
2	S2	Male	25	83.3
3	S3	Male	19	63.3
4	S4	Male	22	73.3
5	S5	Male	19	63.3
6	S6	Male	25	83.3
7	S7	Female	24	80.0
8	S8	Male	15	50.0
9	S9	Male	16	53.3
10	S10	Female	21	70.0

The table 10 shows the reading comprehension ability of A8 school students in the passage-reading test. In the beginning, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30.

According to the table, most of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is medium. The average marks of the students of A8 are 20.9 while the average percentage is 69.67. Therefore, we can conclude that the students of the school are moderate at reading comprehension ability.

Table 11*Marks Obtained by the Students of A9 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	16	53.3
2	S2	Male	17	56.7
3	S3	Male	18	60.0
4	S4	Female	20	66.7
5	S5	Female	20	66.7
6	S6	Female	27	90.0
7	S7	Female	26	86.7
8	S8	Female	24	80.0
9	S9	Female	18	60.0
10	S10	Female	18	60.0

The table 11 shows the reading comprehension ability of A9 school students in the passage-reading test. First, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. As the above table shows, most of the students have scored less than 20 marks out of 30. It shows that reading comprehension ability in the school is not satisfactory. The average marks of the students of A9 are 20.4 while the average percentage is 68. Therefore, we can conclude that the students of the school are not much good at reading comprehension ability. They should be taught more intensively than now.

Table 12*Marks Obtained by the Students of A10 School*

S. N.	Name of the Students	Gender	Marks	Percentage
1	S1	Female	26	86.7
2	S2	Male	23	76.7
3	S3	Male	21	70.0
4	S4	Female	25	83.3
5	S5	Female	27	90.0
6	S6	Male	20	66.7
7	S7	Female	19	63.3
8	S8	Female	26	86.7
9	S9	Male	20	66.7
10	S10	Female	18	60.0

The table 12 shows the reading comprehension ability of A10 school students in the passage-reading test. First of all, the total marks obtained by each student have been calculated and their respective percentage has been taken out from the full marks 30. According to the table, most of the students have scored more than 20 marks out of 30. It shows that reading comprehension ability in the school is quite satisfactory. The average marks of the students of A1 are 22.5 while the average percentage is 75. Therefore, we can conclude that the students of the school are good at reading ability.

Reading Comprehension Ability of Grade Five Students

The students were given two passages (one seen passage from the grade five English books and another unseen passage in order to test their comprehension ability. The answers given by them were marked numerically. The marks scored by them are presented in the following table.

Table 13

<i>Reading Comprehension Ability of Grade Five Students</i>	Marks Obtained
Mean	23.14
Percentage	77.13
Range	21
Standard Deviation	4.40

The researcher conducted a study in 10 schools in Sunsari district. Among them five schools were from English Medium Community Schools and five were from institutional schools. According to the research, it is found out that the students of English Medium Community Schools scored 23.14 marks in average (mean). The highest mark was 30 and the lowest mark was 9. Based on the above chart, it can be interpreted that the reading comprehension ability was not satisfactory due to large variation.

Reading Comprehension Ability of the Institutional school Students

The students were given two passages (one seen and another unseen) from the grade five English books in order to test their reading comprehension ability. The answers given by them were marked numerically. The marks scored by them are presented in the following table.

Table 14*Reading Comprehension Ability of the Institutional School Students*

Tools	Marks Obtained
Mean	22.56
Percentage	75.20
Range	20.5
Standard Deviation	4.68

The researcher conducted a study in 10 schools in Sunsari district. Among them five schools were from English Medium Community Schools and five were from institutional schools. According to the research, it is found out that the students of Institutional Schools scored 22.6 marks in average (mean). The highest mark was 29 and the lowest mark was 8.5. Based on the above chart, it can be interpreted that the reading comprehension ability was not satisfactory due to large variation in the schools.

While comparing two types of school, the researcher came to the conclusion that English Medium Community Schools are slightly better at reading comprehension ability than the institutional school students.

CHAPTER FIVE

FINDINGS, CONCLUSION AND IMPLICATION

This is the final chapter that has incorporated the summary, conclusion and implications of the study. It is based on the results and discussion of the collected data.

Findings

This topic presents the summary of the study of grade five students in Sunsari District. First, it includes the summary of the responses from the students of the English Medium Community Schools. Second, it includes the summary of the responses of the institutional students. The students were equally distributed the questionnaire and similar type of environment was created in both type of students.

Findings of Reading Comprehension in English Medium community and institutional students of grade five students.

After rigorous analysis of the information obtained from the students' responses, the researcher has drawn the following findings of this research. The findings of the study can be summarized as follows: 10 schools were selected for the study, then 10 students from each school represented to give the test. Out of 10 schools, 5 English Medium Community schools and 5 Institutional schools. The participants of both type of students were asked subjective and objective questions for testing their reading comprehension ability. While comparing the two types of school, it was found that there were no significant differences between English Medium Community and institutional school students. Surprisingly, the result was satisfactory in both type of schools and the English Medium Community school students scored slightly higher marks than institutional school students. It suggests that the parents who are competing with each other for sending their children to the institutional schools need not be worried about the type of schools. The children are getting same type of reading comprehension ability.

Conclusion

From the study, the researcher has concluded that English Medium Community and Institutional schools are not significantly different in terms of comprehension reading ability. English Medium Community schools have given quality education to the students so that they are capable to understand the passages and given the right answers. Although there are still weak students in such schools, the schools can achieve better result with their more effort in teaching learning process. Moreover, institutional schools are alleged to be replacing many schools in Nepal due to so called quality education. However, it can be deduced that the truth is opposite. From the research it does not show that the students at English Medium Community schools are equally capable as institutional students. What required for both teachers and students is that there should be more dedication from the teachers and cooperation from the students.

To increase the reading comprehension ability to the students in both type of schools, the teachers should focus on teaching students from the passages. They should teach the students going through words by words, phrases by phrases and sentences using effective techniques of reading. In the contemporary teaching methods, mostly teachers tell the summary and give only the main gist. As a result, students are content only by knowing the main ideas of the passage or text. As they grow, they do not think that reading is important. It is necessary to teach them from their basic level to improve their reading ability.

Implications

Every research should have its recommendation for exertion. Therefore, the research study has also some implications. It will be implied in various levels such as policy level, practice level and further research. It is hoped that the findings will be utilized to motivate students and teachers. From the study it is found that effective way of

teaching students is to make them understand the text and answer them accordingly. There are two types of questions: subjective and objective. Subjective questions help them to think and enhance their thinking power. Objective questions help them to understand the text and go through the text minutely. It helps teachers know how comprehensive they are while reading the text. The findings are more applicable in the different levels: the implications on these levels have been presented separately below;

Policy Level

Ministry of Education and its constituent organ department of education are the main policy makers of the body of Nepal government. The findings are the guideline to them. Teachers' Service Commission (TSC) has also demanded such teachers who can teach focusing on the reading comprehension ability students. The Curriculum Development Center (CDC) is also focusing on the reading comprehension method of the students. Many organizations have been emphasizing the reading comprehensive ability rather than rote method. From the study, it shows that reading comprehension ability can be increased. Thus, these bodies can utilize the findings.

Practice Level

The findings of this study are equally important and significant for the educational practitioners. The comparative study of the two types of schools can correct the misconceptions of the people that community schools are poorer in quality than institutional school students. From the study, many parents and guardians may be ready to send their wards to the community schools giving up the attraction to institutional schools. The parents and guardians can give constructive suggestions to improve the community schools by showing their responsibility to the schools.

Further Research

The study selected only the students of the basic level as the study subject. The

same research can be conducted including other levels too. Similarly, this study only centered finding out reading comprehension ability of the students. Using the same method, other categories of the students such as writing creatively and speaking effectively, can be made and compared between English Medium Community and Institutional schools.

This study was restricted to find out the comprehensive reading ability of students in Sunsari district. Therefore, further study can be conducted to other areas as well to make the research more effective and reliable. Furthermore, writing, listening and speaking test are also needed to test the overall skill of the students.

Moreover, teachers' teaching strategies are needed to shape the reading comprehension of the students. If the research is conducted for testing teachers how they are teaching and how effective it is, it could be further help for the researchers.

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APPENDIX A**Test Paper****Name****FM: 30****Time: 45 min****Q 1. Read and answer:****[15]**

Jhuma lives on a hillock. She has a small house there. She is the only daughter of her parents. Jhuma studies in a public primary school. In her spare time she does the household chores. That apart, she is pretty interested in gardening.

In front of her house is a beautiful garden full of flowers of different kinds and colors. She likes white roses very much. In the middle of the garden there is a bust of Lord Buddha. Jhuma is a Buddhist and worships Buddha every morning at the back of the house are a small kitchen garden where she plants various kinds' vegetables. She usually plants cauliflower, peas, beans and tomatoes.

Opposite her house is kumari's house. They are close friends. In the evening they both go to the ground next to Jhuma's house. They play games with many other friends. She in mainly interested in running and long jump.

Down below her house in a small plane is her school. The school is between a river and a bus stop. Every day she sees many buses running to and fro along the road. It is a bit noisy down there but her house in a quiet place. The only noise she could hear is the sweet chirping of the birds and the soft whispering of the gentle air.

A. Read the story and matches the words with their meanings.**[5×1=5]**

- | | |
|----------------|------------------------|
| i. Hillock | uninteresting work |
| ii. Spare | backwards and forwards |
| iii. Chores | a small hill |
| iv. To and fro | a soft sound |
| v. Whisper | free |

B. Write “T” for true and “F” for false sentence.**[5×1=5]**

- i. Jhuma has brothers and sisters.
- ii. There is a temple in the middle of the garden.
- iii. kumari's house is opposite Jhuma's.
- iv. Jhuma is interesting in running.
- v. Her school is above her house.

C. Answer the following questions:**[5×1=5]**

- i. Where is Jhuma's house located?
- ii. Where does Jhuma study?
- iii. Who is Jhuma's best friend?
- iv. Where is the school located?
- v. What noise she could hear only?

Q.2. Read the following story and answer the questions given below:**[15]**

Once upon a time there was a big forest so many animals used to live there. Once there was a speedy hare who bragged about how fast he called run tired of hearing him boast, the tortoise challenged him to a race. All the animals in the forest gathered to watch.

The Hare ran down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

The Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

The Tortoise walked and walked never ever stopping until he came to the finish line.

The animals who were watching cheered so loudly for tortoise that they woke up

the hare. The hare stretched, yawned and began to run again, but it was too late. Tortoise had already crossed the finish line.

Moral: Slow and steady wins the race.

A. Read the story above and choose the correct answer from the box. [5×1=5]

- i. So many used to live in the forest. (people, birds, animals)
- ii. The challenged the hare to a race (Tiger, Tortoise, Elephant)
- iii. All the animals in the forest gathered to (sleep, run, watch)
- iv. The Hare stretched out alongside the road and fell asleep.
(himself, the self, our self)
- v. Slow and steady the race. (Loose, wins, give up)

B. From the story find the words that have same meaning [5 × 1 = 5]

- i. Jungle ⇒
- ii. To be together ⇒
- iii. The place where bus moves ⇒
- iv. Discontinuing ⇒
- v. To support and shout loudly ⇒

C. Answer the following questions. [5 × 1 = 5]

- i. Who challenged the Hare for race?
- ii. Who fell asleep during the race?
- iii. What were the other animals doing?
- iv. Who won the race at last?
- v. What is the moral of the story?