

CHAPTER: ONE

INTRODUCTION

1.1. General Background:

Language is a means of communication through which we can express our emotions, wishes, feelings and so on. No language is superior or inferior in terms of communicating function. However, a few languages play a dominant role in the society in comparison to others. In this regard, the English language is considered to be a gateway to enter the present day's world. Without the knowledge of the English language, it is not easy to enter the different disciplines of the world. So, the English language has been an international language in terms of function. It is also important for the acceleration of technical development of the country. Furthermore, it is used as a link language among countries. As such, it occupies a significant role in the world. It doesn't matter whether it is used as a second or foreign language.

In the context of Nepal, late Prime Minister Janga Bahadur Rana started the English language after his visit to England 1850 A.D. It is because he was so impressed with the English language. Then, he established the Darbar High School, the first school where the English language was taught in order to give English education to the children of the rich families only. After then a number of English medium schools and colleges have now been increased rapidly all over the kingdom. In the twenty first eras, English is taught as a foreign language all over the country.

"Learning a second language is learning of the four skills viz listening, speaking, reading and writing" says verges (1990) out of these four skills, listening and writing are productive. Among them, reading plays a crucial role in the field of academic life. One needs to go through a number of books from elementary level to advanced level of academic life. Even in the context of Nepal, where most of the students don't get adequate exposure to speak English, reading skill is also necessary to enjoy literature of different types in leisure time.

Thus we can say that teaching and learning reading skill is quite significant.

1.2 Introduction to Bible School

Government of Nepal has implemented various educational programs in compliance with the world declaration on education for all. The Christians have their own educational institutions, which have a history with united mission to Nepal (UMN) formed in 1954.

Bible schools are Christian educational institutions. These institutions are established for the purpose of providing religious as well as academic education to Christian children. The Christian community itself establishes and looks after the management of these institutions.

According to Jesus, **Life on earth is a test** this life metaphor is seen in stories throughout the Bible. God continually tests people's character, faith, obedience, love, integrity, loyalty. Words like trials, temptation, refining and testing occur more than two hundred times in the Bible. God tested Abraham by asking him to offer his son Isaac. God tested Jacob when he had to work extra years to earn Rachel as his wife. Character is both developed and revealed by tests, and all of life is a test.

Similarly, living on purpose is the only way to really live. Everything else just existing. Most people struggle with three basic issues in life. The first is: Identity: “Who am I?” The second is importance: “Do I matter?” The third is impact: “What is my place in life?” The answer to all three questions are found in God’s purposes for us.

The history of Bible Schools is associated with the Jesus Christ who was crucified before 2000 years. It is believed that he died on behalf of the sinners. Who believed in Him, will get the salvation. Each Christian morality is based on the ethic of Jesus.

1.3 Importance of Reading

‘Reading means the action of looking and understanding the meaning of written or printed words or symbols’ (OALD, 1996:167). Among four language skills, reading is third language skills in order. It is the receptive skill in the sense that the reader receives some sort of information through printed words. So reading means ‘Reading and understanding’. It refers to the total understanding or meaningful interpretation of a message in a text. Therefore reading involves active efforts on the part of the reader. The reader must be actively involved in reading text to understand and get the message. It regarded as the cheapest and the best way of getting information. For the learners of English as a foreign language reading is the only means of exposure. If one develops reading habit, he can expand his horizon of knowledge. By developing a good reading habit one may prepare herself/himself for further education especially for higher education. Higher

education largely depends upon the quality and quantity of reading. It is said that reading is keystone of the arch of education.

1.4 Reading comprehension:

Reading and reading comprehension are interchangeably used in the language teaching literature, however, the ability to decode the letters/ words in the text does not indicate proper understanding of the text material. Understanding the text results in a mental representation of the state of affairs the text describes.

One might assume that once children have learnt to decode the words in the text reasonably efficiently, comprehension will follow automatically. However, this doesn't always seem to be the case. Understanding the text is comprehension. Understanding a text results in a mental representation of the state of affairs the text describes-a mental model of the text. Even after the individual words have been identified, and grouped into phrases, clauses, and sentences, a number of other skills will also be necessary to construct such models. The meaning of individual sentences and paragraphs must be integrated, and the main idea of the text identified. In many cases inferential skills will be needed to go beyond what is explicitly stated, since authors necessarily leave some of the links between parts of the text implicit. Oakhill (1988) points out that the development of children's ability to make inferences from text is considered later and also a number of more specific skill that are necessary for comprehension. The schema theory, a theory of the organization of background knowledge and of its use in comprehension,

readers' background knowledge, their motivation, and purpose influence the way they read and the strategy they develop to comprehend a text.

1.5 Reading as a receptive skill:

Reading is obviously is a receptive skill because we receive message by reading something. Reading involves the understanding or comprehension. That comes under receptive skill. Reading involves the following points which prove reading as a receptive skill.

-) Predictive skills
-) Extracting specific information.
-) Getting the general picture.
-) Extracting detail information.
-) Recognizing function and discourse patterns.
-) Deducing meaning from context.

Efficient reader or listener predict what they are going to read or hear. As the continue read or listen however their predictions will change as receive more information from the text. They extract specific bits of information from the given text. Similarly, they extract the detail information by reading the text. They answers the questions like 'how many', 'how often', and 'why'. Reading helps the readers to deduce the meaning from the context in which

they appear. They tried to understand the words by its form. Reading helps the reader to recognize the function and discourse pattern used in the text.

1.6 Reading as a productive Skills

Reading, though, usually is receptive skill, it can be regarded as a productive skills as well because it involves the relation between print and speech and their by involves pronunciation, which is one of the productive skills.

Reading involves the following points which proved reading as a productive skills.

-) Guessing
-) Predicting
-) Checking
-) Asking oneself questions
-) Responding the reading text
-) Getting specific as well as detailed information to solve the given activities.

One should start with global understanding and move towards detail understanding rather than working the other way round. The tasks given to begin with should e of a more global kind-within the competence of the students. Gradually, as they read more fluently and get the gist of a text

more easily. A deeper and more detailed understanding of the text can be worked towards.

1.7 Types and Purpose of Reading:

Reading is one of the most effective means of language learning. It expands one's proficiency in the use of the language and gives the skill necessary to acquire more knowledge. There are various types of reading. Each of the types has its own importance and purpose. Those can be listed below:-

-) Slow reading
-) Fast reading
-) Silent reading
-) Loud reading
-) Skimming
-) Scanning
-) Intensive
-) Extensive

Slow Reading: Slow reading refers to the reading in relatively slower speed. Slow reading occurs in the beginning stage of reading and while reading difficult passages. It is fruitful while teaching listening (presentation stage). It is done for the purpose of understanding in-depth and learning about the language system.

Fast Reading: Fast reading refers to the reading in relatively faster speed. Fast reading done by native speaker and after being expert in language. It

occurs while reading silently. This type of reading is used while reading simple text and for self-study. The activities like summarizing paraphrasing can be given to the student for practicing rapid reading.

Silent Reading: Silent reading refers to understand the message from graphic symbols by our eyes. It involves mental process without making use of organs of speech. Experiment has proved that more comprehension is achieved only through silent reading. A good silent reader doesn't allow even the movement of lips, and the use of pen and pencil on the print. The readers are not allowed to wag their heads. Silent reading is useful for self-study and library reading.

Loud Reading: Loud reading involves both physical and mental processes. It changes the graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and for reading for others who are blind or illiterate. Reading aloud is a very difficult skill. So it is not better to ask the students to read unseen text aloud which contains new vocabulary item. The students are unable to concentrate adequately on the meaning of the text.

Skimming: Skimming is a rapid type of reading in which the eyes run quickly over the text to discover the main ideas or gist of it. It entails the readers' ability to pick our main points rapidly disregarding what is not essential or relevant to that general picture. The purpose of skimming is to recognize the key sentences or general ideas of the text. Listeners often need the same skill too - listening for the main message and disregarding the

repetition, false starts and irrelevances that are often features of spoken language.

Scanning: Scanning is a kind of search reading in which the eyes run quickly over a text to find out a particular piece of information. It focuses its attention to see if a particular point is preset in the text or to locate it. It involves the checking of specific items and can be also called as item check read. The aim of scanning is to find out specific information from a text.

Intensive Reading: Intensive reading means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehensive questions. This is more an accuracy activity, involving reading for detail. Short reading extract of a moderate degree of difficulty and containing features which merit detailed study from a basis for intensive reading practice. The purpose of intensive reading is to get detailed information from the text.

Extensive Reading: Extensive reading means students should have a general understanding of a text without necessary understanding every word. It is a good rapid silent reading for pleasure. In extensive reading the readers have the option of skipping whole section they find either too difficult or less interesting. This includes the reading of short stories novels, magazines and newspaper articles. The purpose of extensive reading is for getting pleasure as well as information.

1.8 Review of the Related Literature:

Different studies have been carried out by different people in the field of reading comprehension ability which are as follows.

Poudel (1994) varied out a study on 'teaching-reading skill in English, a comparative study of secondary school of Katmandu and Terathum districts. He found that 41.3% students from urban and only 5% students form rural schools could comprehend the meaning of the text perfectly.

Shrestha (1998) carried out a research on 'reading comprehension in English language of student of grade eight in Lalitpur district. She found that students could comprehend seen texts better than unseen ones. She also found correlation between comprehending seen texts and unseen texts.

Subedi (2000) in his M.Ed. thesis made a study on 'reading comprehension of grade nine students of Jhapa and Kathmandu districts. He found that students of urban schools had better reading skills than that of rural schools.

Gaulee (2001) carried out a research on 'English reading speed of Nepalese students' involving the students of secondary education from Dailekh, Surkhet and Kathmandu districts. His study found that students of Kathmandu had the fastest reading speed of all.

G.C. (2002) made a study on 'reading comprehension ability of P.C.L. first year students involving the students of different institutes and faculties in Pokhara valley of Kaski district. His Study found that the average comprehension ability was 64.11%. It also found that the students studying in institutes had better comprehension ability.

Wagle (Chapagain) 2002 carried out a study on reading comprehension and speed of ninth graders of a public school in Kathmandu. She found that the students who had better performance in reading comprehension and reading speed in pre-test has better performance post-test in both types of text seen and unseen.

Bhattarai (2004) made a study to find out the reading comprehension ability and speed of PCL first year and grade eleven students and found out that the eleven grader have comparatively better reading comprehension ability and speed then those of PCL first year students.

Poudel (2005) carried out a study on TOEFL based reading comprehension ability of bachelor level students. He found out that the reading comprehension ability of the bachelor level students of Tribhuvan University is good in term of TU's standard but their reading comprehension ability is not adequate in term of TOEFL standard since their total reading comprehension ability is 56.15% and TOEFL score is 486.

This study is different from the studies that have been done so far under the department. Such type of study is yet to be studied so it will play a crucial role in studying the reading skill. Basically, this study will carry out the descriptive study of the reading comprehension ability of 12th grader students who are studying in the Bible schools within Kathmandu valley.

1.9 Objectives of the study:

The research has the following objective:

- (I) To find out the reading comprehension ability of the students studying in the Bible College of grade XII in terms of different sub-skills like:
 - Skimming
 - Scanning
 - Inferring
 - Guessing meaning
- (II) To compare the reading comprehension ability in terms of sex variable.
- (III) To suggest some pedagogical implications.

1.10 Significance of the Study

This study is different from the research which have already done in the field of reading. As it will attempt to find out comprehension ability of 12th grader students of Bible school. This study is carried out assuming that it will be significant for people who are involved in teaching and learning of English language and particularly it will be more important for the policy makers, textbook writers, teachers, students.

1.11 Definition of specific terms:

- **Skimming:** It is a kind of search reading in which the eyes run quickly over a text to get gist of it.
- **Scanning:** it is a kind of search reading in which the eyes run quickly over a text to find out a particular peace of information.
- **Inferring:** It is a process of inferring something on basis of knowledge or fact.
- **Unseen text:** This term refers to a reading passage which is not seen by the students in their prescribed text book and which taken from the other researches like the newspaper, novel stories and so on.
- **Reading comprehension ability:** The ability to understand or grasp the meaning of the written text by reading it.
- **Text A:** The first text (passage) of the test item.
- **Text B:** The second text (passage) of the test item.
- **Text C:** The third text (passage) of the test item

CHAPTER TWO

METHODOLOGY

In this study, the researcher was interested to find out the reading comprehension ability of the students studying in Bible College of grade XII from the schools of Kathmandu valley, in term of skimming, scanning inferring and guessing meaning for this purpose the researcher adopted the following methodology.

2.1 Sources of Data Collection

Both primary and secondary sources of data were collected for this study.

2.1.1 Primary sources of Data

The responses elicited from the students on unseen texts were used as primary sources of data. The primary sources of data were fifty students studying in Grade XII of Bible College.

2.1.2 Secondary Sources of Data

Different related researches, related textbooks, journals, articles and other written documents were used as the secondary sources of data for this study.

2.2 Sampling Procedure

There are more than 20 Bible colleges among them 5 Bible Colleges were selected by using simple random sampling procedure. The researcher selected 5 female and 5 male students from each school. In this way, there were 50 students altogether. They were selected by simple random sampling.

Sample Population

Table 1

Name of the School	Student No. (male)	Student No. (Female)	Total student No.
MBTC	5	5	10
NUTC	5	5	10
ETC	5	5	10
KBC	5	5	10
EPTS	5	5	10

2.3 Tools for data collection:

The tools used for the study were two types of test items. Namely, objective and subjective questions. Three unseen texts were extracted to test reading comprehension ability of the students. Objective type of questions included multiple-choice items and subjective type of questions included making sentences and question answering. The test items were based on reading sub-skill like skimming, scanning, inferring and guessing meaning. Each of the sub-skill carried 13, 15, 10 & 12 marks respectively.

2.4 Process of data collection:

The researcher himself was involved in the process of data collection. Firstly, five Bible Colleges within Kathmandu Valley were selected randomly then he visited each of the selected school personally & talked with the principal and English teacher of the respective schools. The researcher explained the objectives of the study to all of them. According to their suggestions the dates and times of the test were fixed.

Secondly, the researcher randomly selected 10 students studying in the Bible College of grade 12th out of which 5 were boys and 5 were girls. The researcher took the help of the class teacher to arrange the students. In order to prevent them copying from other only two students were allowed to have sit in one bench. After the class room set up the objective of the test was told and appropriate instruction was given. The researcher himself with the English teacher of the school played the role of invigilator during the test.

2.5. Limitations of the study:

This researcher had the following limitations.

- (I) The research was limited to fifty students from five different Bible Colleges.
- (II) The research was limited to the test on reading comprehension ability of grade XII only in unseen text.
- (III) The study was limited to five Bible Colleges only within Kathmandu Valley.
- (IV)

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the test administered to the student involved in the study. The responses of the students were marked systematically. The marks of the students were tabulated according to the objectives the study.

The researcher selected five Bible schools in Kathmandu valley for data collection. Then, he collected the data from school-wise, sex-wise and text-wise with the help of test items (subjective and objective). Similarly, the researcher discussed with 10 teachers belonging to each school and the agenda of discussion were about the many aspects of schools and students, especially about the reading comprehension.

For this study, statistical as well as descriptive tools of measurement were used to analyze and interpret the data. Mean (the average mark) and percentage were used as the measurement of the test. The ability of the students was analyzed on the basis of four sub-skills i.e. skimming, scanning, inferring and guessing meaning. All of them are presented in the following.

3.1 Holistic analysis of the reading comprehension of the student in term of reading sub-skills

The following Table shows the reading comprehension ability of all the students involved in the study. The students obtained 30.24 marks out of 50 marks i.e. 60.48% of full marks. Thus their overall reading proficiency has been found to be 60.48%.

Reading sub-skills-wise, the students were found to score the highest marks i.e. 8.5 marks out of 10 marks in inferring and lowest marks i.e. 4.5 marks out of 12 marks in guessing meaning. The percentile score in four reading sub-skills are as follows:

Skimming: 64.07%

Scanning: 66.7%

Inferring: 48.41%

Guessing meaning: 60.48%

Table No. 2

Overall RCA of the students in term of reading sub-skills:

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Name of the Schools	No. Of Student s	Types of Score					
1.	MBTC	5	Average	9.2	10.5	8.5	7.8	36
			Percentage	70.76	70	85	65	72.69
2.	NUTC	5	Average	6.9	9.25	4.5	6.05	26.7
			Percentage	53.07	61.66	45	50.41	52.53
3.	ETC	10	Average	8.45	10.15	7.85	5.15	31.6
			Percentage	65	67.66	78.5	42.91	63.51

4.	KBC	5	Average	8.5	10.25	5	4.5	28.25
			Percentage	65.38	68.33	50	37.5	55.30
5.	EPTS	5	Average	8.6	9.5	5	5.55	28.65
			Percentage	66.15	63.33	50	46.25	56.43
As a whole		25	Average	8.33	9.93	6.17	5.81	30.24
			Percentage	64.07	66.2	61.7	48.41	60.48

3.2 Reading comprehension ability of the boys as a whole.

The following table shows the reading comprehension ability of all the boys(25 boys) of all the five selected schools of Kathmandu valley. The boys obtained 33.36 marks out of 50 marks i.e. 66.72% of full marks in the test. Thus their overall reading comprehension ability has been found to be 66.72%.

The percentile score among four different reading sub-skills are as following:

Skimming: 71.53%, Scanning: 70.00%
 Inferring 71.4% Guessing meaning 53.5%

Table No. 3

RCA of boys as whole

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Name of the Schools	No. of Stu dent s	Types of Score					
1.	MBTC	5	Average	9.00	11.00	9.00	8.00	37.00
			Percentage	69.23	73.33	90.00	66.66	74.80
2.	NUTC	5	Average	7.40	9.30	5.00	7.00	28.70
			Percentage	56.90	62.00	50.00	58.33	56.81
3.	ETC	10	Average	9.90	11.00	8.70	6.00	35.6
			Percentage	76.15	73.33	87.00	50.00	71.62
4.	KBC	5	Average	9.00	11.20	7.00	6.00	33.2
			Percentage	69.23	74.66	70.00	50.00	65.97
5.	EPTS	5	Average	11.20	10.00	6.00	5.10	32.3
			Percentage	86.15	76.92	60	42.5	66.39
As a whol e		25	Average	9.3	10.5	7.14	6.42	33.36
			Percentage	71.53	70.00	71.4	53.5	66.72

Among five selected schools involved in the study, the boys of Mahima Baptize Theological College, Bhainsepati, Kathmandu obtained highest marks in inferring (i.e. 9.00 marks out of 10 marks) where as the boys Evangelical Presbyterian Theological Seminary College Bagdole, Kathmandu obtained the lowest marks in guessing meaning (i.e.5.10 marks out of 12 marks.)

The percentile score of highest and lowest in respected skills are given below:

MBTC	90%	EPTS	42.5%
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3.3 Reading Comprehension ability of the girls as a whole:

The following table shows the reading comprehension ability of all the girls (25 girls) of five selected schools within Kathmandu valley. The girls obtained 27.72 marks out of 50 marks i.e. 55.44% of full marks in the test. Thus their overall reading comprehension ability has been found to be 55.44%

Reading sub-skill-wise the girls found to score highest marks in scanning (i.e. 9.36 marks out of 15 marks). The percentile score among four different sub-skills are as follows:

Skimming: 57.53%	Scanning: 62.4%
Inferring: 52.00%	Guessing meaning: 47.33%

Table No. 4

RCA of girls as a whole

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Name of the School s	No. of Student s	Types of Score					
1.	MBTC	5	Average	9.40	10.00	8.00	7.60	35.00
			Percentage	72.30	66.66	80.00	63.33	70.57
2.	NUTC	5	Average	6.00	9.20	4.00	5.10	24.30
			Percentage	46.15	61.33	40.00	42.50	47.49
3.	ETC	10	Average	7.00	9.30	7.00	4.30	27.60
			Percentage	53.84	62.00	70.00	35.83	55.41
4.	KBC	5	Average	7.14	9.30	3.00	5.40	24.8
			Percentage	54.61	62.00	30.00	45.00	47.90
5.	EPTS	5	Average	7.90	9.00	4.00	6.00	26.9
			Percentage	60.76	60.00	40.00	50.00	52.69
As a whole		25	Average	7.48	9.36	5.2	5.68	27.72
			Percentage	57.53	62.4	52	47.33	55.44

The girls of Mahima Baptize Theological College, Bhainsepati, Kathmandu obtained highest marks in inferring (i.e. 8.00 marks out of 10 marks) where as the girls of Kathmandu Bible College obtained the lowest marks in inferring (i.e. 3.00 marks out of 10 marks).

Percentile score of highest and lowest marks in respected skills are as follows:

MBTC: 80%

KBC: 30%

3.4 Text-wise reading comprehension ability of the students as a whole

Table No. 5

Text –wise RCA of the students as a whole:

S.N.	Types of Text	F.M.	Types of Score	Obtained marks
1.	A	13	Average	9.55
			Percentage	73.46
2.	B	15	Average	9.2
			Percentage	61.33
3.	C	22	Average	11.20
			Percentage	50.91

The above table shows the reading comprehension ability of the students on the basis of types of text. The students obtained different score in different text. They performed the highest in text A i.e. 73.46% & lowest in text C 53.33%. Their proficiency in text A&B very good but their proficiency in text C is fair and innocent since they obtained 50.91% as its difficulty level.

This shows that the students have better reading comprehension ability in what is familiar and known text with them.

3.5 College-wise analysis of the students' reading comprehension ability.

In College-wise analysis, there are five colleges which are as follows:

3.5.1 Reading comprehension ability of the students of Mahima Baptize Theological College.

The following table shows the reading comprehension ability of the students of Mahima Baptist Theological College, Bhainsepati, Kathmandu. The obtained 36 marks out of 50 marks, i.e. 72% of the full marks in the test. Thus their overall reading comprehension ability has found to be 72%.

TABLE NO. 6

RCA of the students of the Mahima Baptize Theological College:

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Variable	No. of Students	Types of Score	9.00	11.00	9.00	8.00	37.00
1.	Boys	5	Average					
			Percentage	69.23	73.33	90.00	66.66	74.80
2.	Girls	5	Average	9.40	10.00	8.00	7.60	35
			Percentage	72.30	66.66	80.00	63.33	70.57
3.		10	Average	9.20	10.50	8.50	7.8	36
			Percentage	70.76	69.99	85.00	64.99	72.68

Reading Sub-skills-wise the students were found to score the highest marks (i.e. 8.50 out of 10 marks in inferring and lowest mark(i.e. 7.8 marks out of 12 marks) in guessing meaning. The performance of the students in rest of the sub skills i.e. skimming and scanning fell between these two sub skills. The percentile score among four different sub skills are as follows.

Skimming: 70.76%, Scanning: 69.99%

Inferring: 85.00%, Guessing Meaning: 64.99%

The analysis of the marks obtained by the students in the test in term of sex variable, the boys performed best in inferring & least in guessing meaning where as the girls

Performed best in scanning and least in guessing meaning. Both parties performed least in guessing meanings.

This shows that the students have less knowledge of vocabularies. They have to give more attention in this area.

This shows that students don't have opportunity to read English books, papers, articles etc. It also shows that students are not provided with extensive reading text materials inside the class. Percentile of the boys (74.80) is above the average score (72.68) of school where as percentile of score of girls (70.57) is below average.

3.5.2 Reading comprehension ability of the students on Nepal Union Theological College.

The Following Table shows the reading comprehension ability of the students of Nepal Union Theological College, Kusunti, Kathmandu. They obtained 26.5 marks out of 50 marks i.e. 52.15% of the full marks in the test. Thus their overall reading comprehension ability has been found to be 52.15%.

Table No. 7

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Variable	No. of Students	Types of Score	7.40	9.30	5.00	7.00	28.70
1.	Boys	5	Average					
			Percentage	56.92	62.00	50.00	58.33	56.81
2.	Girls	5	Average	6.00	9.20	4.00	5.10	24.30
			Percentage	46.15	61.33	40.00	42.50	47.49
3.		10	Average	6.7	9.25	4.50	6.05	26.50
			Percentage	51.53	61.66	45.00	50.41	52.15

Reading sub-skills-wise, the students were found to score the highest mark (i.e. 9.25 marks out of 15 marks) in scanning and lowest marks (i.e. 6.05 marks out of 12 marks) in inferring.

The percentile score in four reading sub-skills are as follows:

Skimming: 51.53%

Scanning: 61.66

Inferring: 45.00%

Guessing meaning: 50.41%

The analysis of the marks obtained by the students in term of sex variable the boys performed best in scanning and least in inferring and similar is the case with girl's performance.

The percentile score of boys 56.81% is above the average score 52.15% where as the percentile score of girls 47.49% is below the average.

3.5.3 Reading comprehension ability of students of Ebenezer Theological College, Nakkhu, Kathmandu.

Table No. 8

RCA of the students of Ebenezer Theological College:

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Variable	No.of Students	Types of Score	9.90	11.00	8.70	6.00	35.6
1.	Boys	5	Average					
			Percentage	76.15	73.33	87.00	50.00	71.62
2.	Girls	5	Average	7.00	9.30	7.00	4.30	27.60
			Percentage	53.84	62.00	70.00	35.80	55.41
3.		10	Average	8.45	10.15	7.85	5.15	31.60
			Percentage	64.99	67.66	78.5	42.91	63.51

The above table shows the reading comprehension ability of the students of Ebenezer Theological College, Nakkhu, Kathmandu. They obtained 31.60 marks out of 50 marks i.e. 63.51% of the full marks of the test thus their overall reading comprehension ability has found to be 63.51%.

Reading sub-skills-wise the students were found to score the highest mark (7.85 marks out of 10 marks in inferring & lowest marks (i.e. 5.15 marks out of 12 marks) in guessing meaning. The percentile scores in four reading sub-skills are as follows.

Skimming: 64.99%, Scanning: 67.66%
Inferring: 78.5%, Guessing Meaning: 42.99%

Among four reading sub-skills, the students performed best in inferring & least in guessing meaning it shows that they couldn't guess the meaning of unfamiliar words from the context. They don't have opportunity to read English books, stories, articles, papers etc. They only read prescribe textbooks.

The analysis of marks obtained by the students in term of sex variable, the boys performed best in scanning and least in guessing meaning & more or less same case with girl's performance.

The percentile score of boys 71.62% is above the average score (63.51) where as the percentile score of girls 55.41% is below the average.

3.5.4 Reading comprehension ability of students of Kathmandu Bible College.

The following show reading comprehension ability of the students of Kathmandu Bible College. They obtained 29 marks out of 50 marks. i.e. 56.93% of the full marks in the test. Thus their overall reading comprehension ability has been found to be 56.93%.

Table No. 9

RCA of the students of Kathmandu Bible College, Satdobato:

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Variable	No. of Students	Types of Score	9.00	11.20	7.00	6.00	33.2
1.	Boys	5	Average					
			Percentage	69.23	74.66	70.00	50.00	65.97
2.	Girls	5	Average	7.10	9.30	3.00	5.40	24.8
			Percentage	54.61	62.00	30.00	45.00	47.90
3.		10	Average	8.05	10.25	5.00	5.7	29
			Percentage	61.92	68.33	50.00	47.5	56.93

Reading sub-skill-wise, the students were found to score the highest marks (i.e. 10.25 marks out of 15 marks) in scanning and lowest marks (i.e. 5.7 marks out of 12 marks) in guessing meaning.

The percentile score in four different reading sub-skills are as follows:

Skimming: 61.92%	Scanning: 68.33%
Inferring: 50.00%	Guessing meaning: 47.5%

Among four reading sub-skills the students performed least in guessing meaning. This shows that the students couldn't guess the meaning of unfamiliar words according to the context. It also shows that the students couldn't get opportunities to read English books, Newspapers, articles, Novel, stories etc. in the college.

In the analysis of marks obtained by the students in terms of sex variable the boys performed best in scanning and least in guessing meaning whereas as more or less similar case with the performance of girls in these respective skills.

The percentile score of boys is 65.97% is above the average score 56.93 where the percentile score of girls is 47.90% is below average.

3.5.5 Reading Comprehension ability of the students of Evangelical Presbyterian Theological Seminary College.

The following table shows the reading comprehension ability of the students of Evangelical Presbyterian Theological Seminary College, Bagdole, Kathmandu. They obtained 29.6 marks out of 50 marks i.e. 59.54% of full marks in the test. Thus their overall reading comprehension ability has been found to be 59.54%.

Table No. 10

RCA of the students of Evangelical Presbyterian Theological Seminary

College:

Reading Sub-skill				Skimming	Scanning	Inferring	Guessing Meaning	Total
F.M.				13	15	10	12	50
S.N.	Variable	No. of Students	Types of Score	11.20	10.00	6.00	5.10	32.3
1.	Boys	5	Average					
			Percentage	86.15	76.92	60	42.5	66.39
2.	Girls	5	Average	7.90	9.00	4.00	6.00	26.9
			Percentage	60.76	60	40	50	52.69
3.		10	Average	9.55	9.5	5.00	5.25	29.6
			Percentage	73.45	68.46	50	46.25	59.2

Reading sub-skills-wise, the students were found to score the highest mark (i.e. 9.55 marks out of 13 marks) in skimming and lowest (i.e. 5.25 marks out of 12 mark) in guessing meaning. The prescribe scores in four reading sub-skill are as follows:

Skimming: 73.45%

Scanning: 68.46%

Inferring: 50%

Guessing meaning: 46.25%

In the analysis of the marks obtained by the students in term of sex variable, the same trend was found both in boys & girls. Boys were found score higher marks than girls. Students need to give more attention on vocabulary teaching. This also show that students are limited with prescribed textbook only, which is why their knowledge of vocabulary is limited.

Percentile score of boys 66.39 is above average i.e. 59.54 where as percentile score of girls 52.69 is below average.

3.6 Text-wise analysis of the students reading comprehension ability

3.6.1 Text-wise analysis of the boys as a whole:

Table No. 11

Text-wise RCA of the boys as a whole:

S.N.	Types of Text	F.M.	Types of Score	Obtained marks
1.	A	13	Average	10.00
			Percentage	71.42
2.	B	15	Average	10.20
			Percentage	68.00
3.	C	22	Average	11.40
			Percentage	51.82

The above table shows the reading comprehension ability of the boys as a whole. The tabulation has been done on the basis of the types of text. The student of obtained different score in different texts. They performed well in text A&B since the percentage is 71.42 and 68.00 respectively. They performed fair in text C since the percentage is 51.82.

This shows that the student have better reading comprehension ability in familiar and known text than unfamiliar and unknown text.

3.6.2 Text-wise reading comprehension ability of the girls as a whole:

Table No. 12

Text-wise RCA of the girls as a whole:

S.N.	Types of Text	F.M.	Types of Score	Obtained marks
1.	A	13	Average	9.10
			Percentage	70.00
2.	B	15	Average	8.20
			Percentage	54.66
3.	C	22	Average	11.00
			Percentage	50.00

The above table shows reading comprehension ability of the girl as a whole. The tabulation has been done on the basis of text variable. The reading proficiency is varied according to the texts. They performed well in text A&B since the percentage is 70 & 54.60 respectively. They performed fair in text C since the percentage is 50.00 as its difficulty level. This shows that the students have better comprehension ability on familiar and know text.

3.7 Comparison of reading comprehension ability of students among different variables:

3.7.1 Comparison of Reading Comprehension Ability across College variable:

Table No. 13

Comparison of RCA across school variable:

S.N.	Name of School	No. of students	Full Marks 50		Remarks
			Average	Percentage	
1.	MBTC	10	36	72.68	Highest
2.	ETC	10	31.60	63.51	
3.	EPTS	10	29.6	59.20	
4.	KBC	10	29	58.00	
5.	NUTC	10	26.5	52.15	Lowest

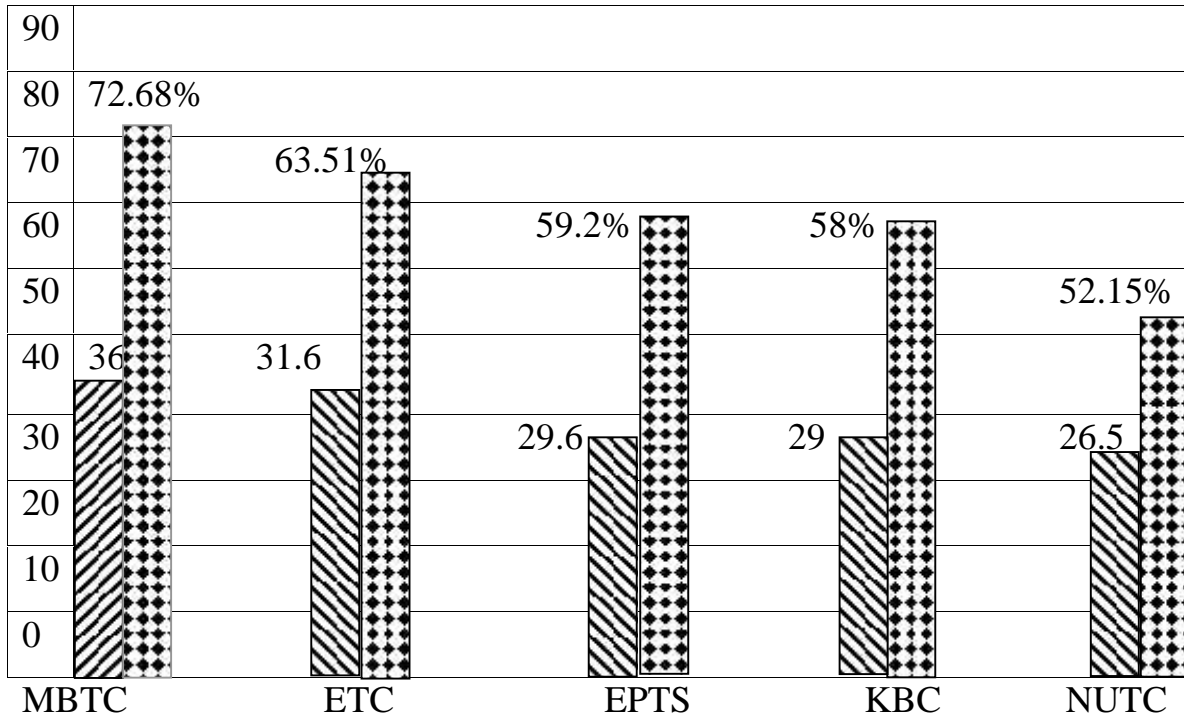
RCA of College VS College

Average

Percentage



Chart No. 1



The above table and chart present the RCA of all the five schools involved in the study. In the analysis of the mark obtained by the students in term of school variable. The students of Mahima Baptize Theological College found to score highest mark (i.e. 36.00 mark out of 50 i.e. 72.68%) where as the Nepal Union Theological College found to score lowest mark (i.e. 26.5 marks out of 50 mark i.e. 52.15%). The order of RCA of students is given below:

Order

Name of school	Average score	Percentile score
MBTC	36.00	72.68
ETC	31.60	63.51
EPTS	29.6	59.2
KBC	29	58.00
NUTC	26.5	52.15

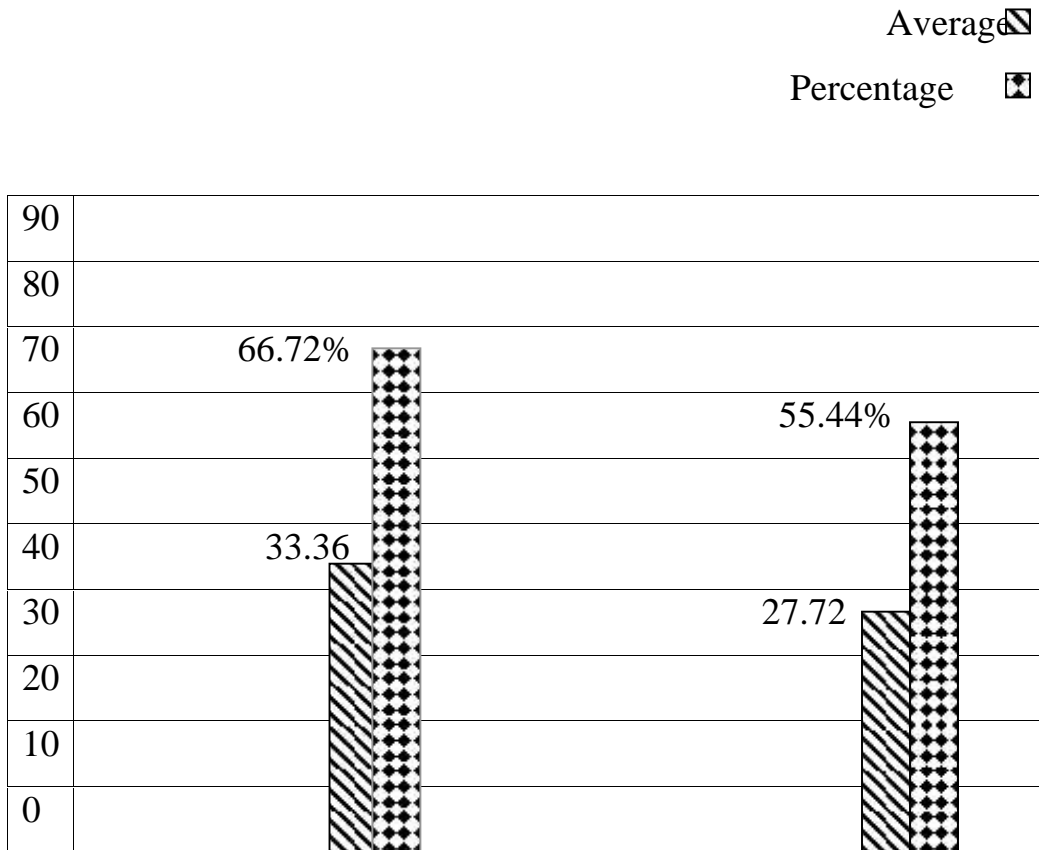
3.7.2 Comparison of RCA across the sex variable:

Table No. 14

S.N.	Variable	Full Marks (50)		Percentage
		Number of students	Average	
01	Boys	25	33.36	66.72
02	Girls	25	27.72	55.44

Boys VS Girls

Chart No. 2



The above table & bar chart present the girls reading comprehension ability. The boys & girls in average & percentile forms. This present that the average score & percentile of the boys are highest than those of girls. The boys were found to acquire 66.72% reading comprehension ability where girls were found to acquire 55.44%.

3.7.3 Comparison of RCA across reading sub-skills variable

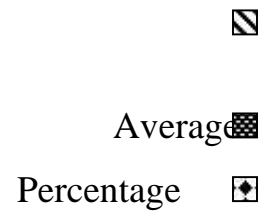
Table No. 15


S.N.	Reading skills	Sub-	Full Marks	Average	Percentage	Remarks
01	Scanning		15	9.93	66.2	Highest
02	Skimming		13	8.33	64.07	
03	Inferring		10	6.17	61.7	
04	Guessing Meaning		12	5.81	48.41	Lowest


Scanning VS skimming VS Inferring VS Guessing Meaning.

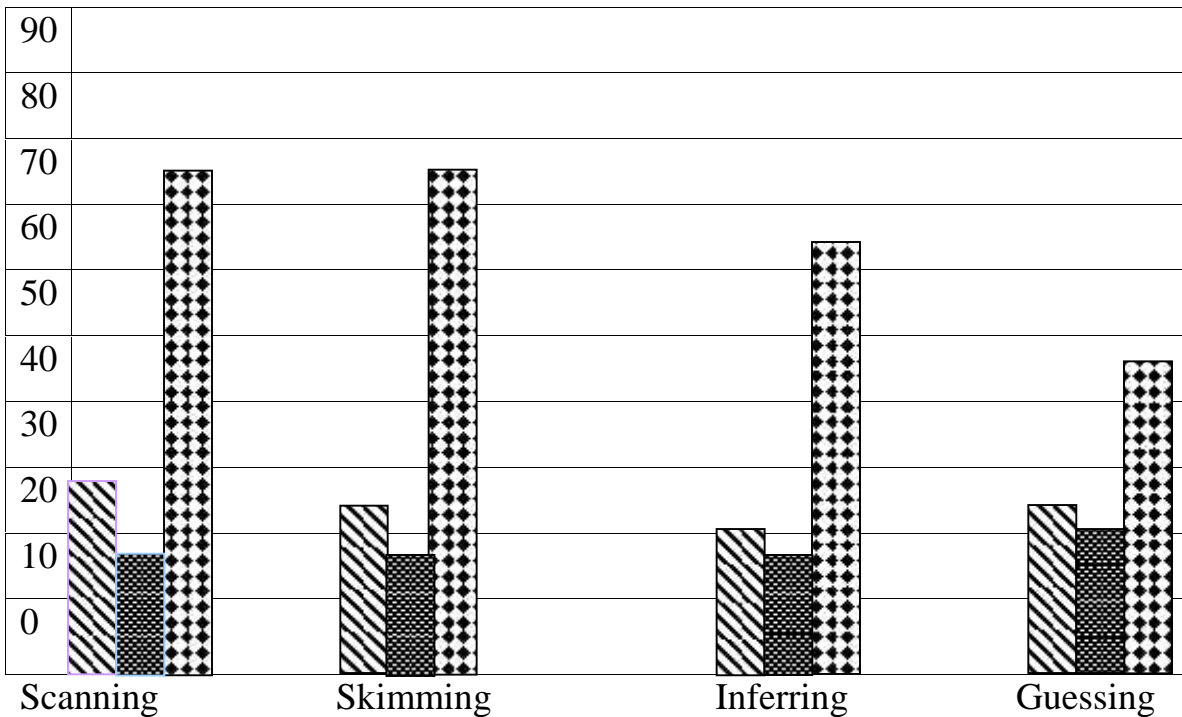
Chart No. 3

F.M.



 Average 

 Percentage 



The above table & chart present the reading comprehension ability of the student studying in the Bible College of 12th grade within Kathmandu valley. In the analysis of mark obtained by the students across the reading sub-skills, the students were found to score the highest marks (i.e. 9.93 marks out of 15 marks i.e. 66.2%) in scanning & lowest mark i.e. 5.81 marks out of 12 marks i.e. 48.41% in guessing meaning. The performance of the students in rest of the sub-skills felt between these

The order of performance in four different reading sub-skills are given below:

Order	Reading sub-skills	Average score	percentile score
1 st	Scanning	9.93	66.2
2 nd	Skimming	8.33	64.7
3 rd	Inferring	6.17	61.7
4 th	Guessing meaning	5.81	48.41

This shows that the students are good at finding specific information but they poor in guessing meaning. It also shows that the students couldn't get opportunity to read English extra book, magazine, articles etc. The teacher doesn't make practice in guessing meaning from the context. The students read only prescribed books which is not sufficient & why their knowledge of vocabulary is limited.

CHAPTER 4

FINDING AND RECOMMENDATIONS

4.1 Findings:

The major concern of this study was to find out the reading comprehension ability of students studying in the Bible Colleges of grade 12 within Kathmandu Valley, in terms of different reading sub-skills.

The researcher selected altogether five Bible Colleges & Ten students were selected from each of the College. There were altogether 50 students for this study. The researcher administered the test on the sample population & collected the data. He analyzed the data by using simple statistical tools like mean & Percentage. The major findings obtained after analysis & interpretation of data are submitted as follows:

- (a) In general their overall reading proficiency has been found to be 60.48% which shows their average performance.
- (b) Among five reading sub-skills the students of Mahima Baptize Theological College obtained the highest (85%) in inferring and lowest (37.5%) in guessing meaning of Kathmandu Bible College.
- (c) The boys obtained the highest marks (i.e. 90%) in inferring & lowest mark 42.5% in guessing meaning. Same trend was found uniform to girl as well. Their percentile score 80.00% & 30% respectively.
- (d) The girls obtain the highest marks (ie 80%) in inferring and lowest marks (ie 35.83%) in guessing meaning.

- (e) Reading the text types, the students obtained the highest marks (73.46%) in text A. The reason behind that is familiar & known text.

4.2 Recommendation:

On the basis of findings the researcher made the following recommendations:

- (a) The students should be exposed to reading materials like articles, newspaper, stories & extra textbook to develop the ability of guessing meaning of unfamiliar words from their context.
- (b) There should be a library in each schools to supply students extra reading materials.
- (c) The text item should be constructed in such a way that it will improve students reading comprehension ability.
- (d) To develop the vocabularies of the students different vocabulary building games & exercise should be provided.
- (e) Relatively more emphasis should be given to the students of Nepal Union Theological College, kusunti, Kathmandu to develop reading comprehension ability.
- (f) There should be enough exposure & Interaction between the students and teachers.
- (g) The teachers should adopt the communicative method & leaders centered techniques & should give equal emphasis to all reading sub-skills.

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APPENDIX: 2

LIST OF SCHOOLS UNDER STUDTY

- Mahima Baptize Theological College, Bhainsepati, Kathmandu.
- Nepal Union Theological College, Kusunti, Kathmandu.
- Ebenezer Theological College, Nakkhu, Kathmandu.
- Kathmandu Bible College, Satdobato, Kathmandu.
- Evangelical Presbyterian Theological Seminary College, Bagdol, Kathmandu.

APPENDIX: 3

Marks obtained by the students of individual schools in four reading sub-skills.

A. Mahima Baptize Theological College, Bhainsepati, Kathmandu

S.N.	Name of the students	Reading sub-skills			
		Skimming	Scanning	Inferring	Guessing meaning
		13	15	10	12
01.	DawaFenjo Gurung	9	11	9	7
02.	Philemon Ale	8	10	7	9
03.	Bigyan Shrestha	10	12	8	8
04.	Bikram Shrestha	7	9	10	10
05.	Kishwor Maharjan	11	13	11	6
06.	Anju Khadka	7.20	10.50	8.50	7.8
07.	Arati Gurung	11	9	9	6
08.	Sabita Dahal	8	11	7	8
09.	Sanu Maya Tamang	10	12	10	5
10.	Srijana Maharjan	9	8	6	9

Marks obtained by the students of individual schools in four reading sub-skills.

B. Nepal Union Theological College, kusunti, Kathmandu.

S.N.	Name of the students	Reading sub-skills			
		Skimming	Scanning	Inferring	Guessing meaning
		13	15	10	12
01.	Peter Thapa	7.20	9.20	4	5
02.	Kishor Rai	5.20	10	3	9
03.	Yam Subba	9	8	6	6
04.	Man Chettir	8	9	6	8
05.	Pradip Bhattra	6	9	6	7
06.	Laxmi Tiwari	6.70	9.10	5.50	5.10
07.	Manisha Lama	6	9	4	4
08.	Rosmi Rajthala	5	8	3	6
09.	Susma Bardeba	7	10.10	4	6
10.	Mina Ghale	6	9	4	4

Marks obtained by the students of individual schools in four reading sub-skills.

C. Ebenezer Theological College, Nakkhu, Kathmandu.

D.

S.N.	Name of the students	Reading sub-skills			
		Skimming	Scanning	Inferring	Guessing meaning
		13	15	10	12
01.	Grace Panta	9.30	13	8.30	5
02.	Hem Kumar Gurung	10	9	9.40	7
03.	Kesher Sanjali	8.30	12	7	6
04.	Khatak Jirel	9	10	9	8
05.	Kumar Rai	9.30	11	7	4
06.	Mina Tiwari	7	9	6	4.20
07.	Nani Maya Goutam	6	9.20	8	4
08.	Shanti Maharjan	8	8.10	7	3.10
09.	Maya Lama	7	10	7	5
10.	Sunita Thapa	7	9	7	4

E. Kathmandu Bible College, Satdobato, Kathmandu.

S.N.	Name of the students	Reading sub-skills			
		Skimming	Scanning	Inferring	Guessing meaning
		13	15	10	12
01.	Ajit Tamang	10	12.20	7	7
02.	Bishnu Rai	8	10	6	5
03.	Deu Kumar Rai	9	11	8	5
04.	Kamal Thapa	8	10	7	7
05.	Martha Giri	9	12	7	6
06.	Maya Lama	6.10	10.30	4	6.40
07.	Shanti Chaudhary	8	8	2	4
08.	Madhu Thakuri	9	8	3	5
09.	Sarjana Deshemere	5	8	2	4
10.	Sunita Magar	7	9	4	6

F. Evangelical Presbyterian Theological Seminary College, Bagdole, Kathmandu.

S.N.	Name of the students	Reading sub-skills

		Skimming 13	Scanning 15	Inferring 10	Guessing meaning 12
01.	Ding Paite	12.20	12	7	4.10
02.	Santosh Khatiwoda	10	8	5	6
03.	Shankar Khadka	11	10	6	5
04.	Prakash Rizal	10	9	7	6
05.	Setu Gurung	12	11	5	4
06.	Sabina Thapa	6.30	10	3	5
07.	Ruth Magar	8.60	8	5	7
08.	Shova Sunuwar	8	9	4	6
09.	Babita Thapa	7	8	4	7
10.	Esther Rai	6	10	4	5