

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is an asset uniquely possessed by human beings. It is the most highly developed and most frequently used means of communication. It is through language that human beings express their thoughts, desires, emotions, and feelings; it is through language they gather knowledge, transmit message, transfer knowledge and experiences from individual to individual and from one generation to another. Language is voluntary vocal system of human communication. According to Sapir "language is purely human and non-instinctive method of communicating ideas emotions, desires by means of voluntarily produced symbols", as quoted in Verma and Krishnaswami, (1999:16). Similarly, Finocchiaro states "Language is system of arbitrary vocal symbols permit all people in a given culture, or people who have learned the system of that culture to communicate or to interact" as quoted in Bhatta (2006:1). From the above definitions, though, we can say that language is human entity and is used for communicating ideas among human being, none of the definition of language given by different scholars is complete in itself.

Language is for sharing the ideas among the human beings. That is why it is a social entity. A language is at least understandable to the group of people living together in a society.

1.1.1 Importance of English at Present

Man differs from all other species because it possesses intelligence and language. Mankind is only the creature which is gifted with the speech.

Though all the human beings possess the language, the languages they use are not same in terms of sounds symbols, organization etc. They use different sounds, symbols and structures to refer to the same entity in different language speaking community. The number of speakers of individual languages differ but the importance of a language to its native speaker is equal. It means no language in itself is less or more important rather each language is equally important for its native speaker.

Although the paragraph mentioned above states that each language has its own importance and equal to its speaker, evidence shows that the dominance of the English language is seen all over the world. This is the mostly used language throughout the universe. It is used as a lingua franca for international communication. If we look at the media we find that more than 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as a medium of communication. It is being used in almost all the fields like; business, politics, information technology, scientific research and investigation, governmental sectors, as well as private sectors. This shows that rapid advancement and technology, industrial development, international relationship and tremendous progress made in different fields of human knowledge is not possible without the proper knowledge of the English language. It is a master key to open the storehouse of knowledge in every field.

English is accepted as an international language, a global language and a link language. It is not only the language of the people who speak it as a mother tongue but a language of the people of the world. One who can speak or handle his work in English gets more prestige in the present day society, people having command over English language get every sort of opportunity easily, it is not hard for them to run their life being involved in

any field. Therefore, it is better to say that English is a language which is used in most of the areas and for various purposes; it must be mastered by each individual. In short, we can say that English is a language of survival.

1.1.2 Literature and its Importance in Language Classroom.

Literature simply refers to the pieces of writing that are valued as the work of art, especially poems, stories, dramas, novels and essay. In a general sense, it is the expression of human thought, feelings and experiences. Literature displays the features of the society. Literature can be regarded as the mirror of a society. It best reflects the culture, religion, lifestyles and civilization of the society. Literature is a successful medium to express human emotions: sadness, happiness, pleasure, pain, hate, love, fear, disgust, and anger. Such human emotions in literature are expressed artistically through language.

Literature is a vital record of what men have seen in life, what they experienced of it, what they have thought and felt about these aspects of it which have the most immediate and enduring interest for all of us. It is thus fundamentally an expression of life through the medium of language.

Literature is a realm of free individual expression without any limit, rules or conventions. It begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Though its origin lies in the joys of creation, literature can be intensely serious. It enriches our lives for it enriches our capacities for understanding and communication.

Literature provides the valuable authentic materials for the students of language. Only the authentic materials can enrich the language of the students. Students learning a language must be familiar with all the aspects

of the target language speaking community, i.e. culture, religion, lifestyle, civilization etc. To be a competent language user s/he must be familiar with these things. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. By reading a substantial and contextualized body of text, students gain familiarity with many features of the written language: the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas-which broaden and enrich their own writing. Literature not only enriches the students' familiarity with the target language culture and various feature of written and spoken language but also makes the students able to understand deviated forms of language: implicatures, different indirect forms of language (i.e. metaphors, similes, personification) are most to understand for the user of any language. Because, while talking to the people we do not merely use the simple sentences which express the direct meaning rather we frequently use deviated forms of language, which do not express direct meaning. Language is the combination of simple, complex, well organized and even deviated forms. We can get all these authentic forms of language in the literary texts. That is why literature is very much important for better language enrichment of the students.

Just knowing the rules of language, memorizing a large number of vocabularies and some ready made chunks is not sufficient to be a competent language user. Literature can be helpful in language learning process. Because of the personal involvement it fosters in reading. Core language teaching materials must concentrate on how a language operated both rule based system and as a socio-semantic system. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. We believe that the

use of literary texts can have beneficial effects upon the whole language learning process as long as the reader is well motivated and as long as the experience of engaging with literature is kept sufficiently interesting, varied, and non directive to let the reader feel that he or she is taking possession of previously unknown territory. "At a productive level students of literature will become more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master and begin to use some of the potential themselves" Collie and Slater (1987:5). Lazar (1993:14) presents the importance of literature in language classroom as following:

-) it is very much motivating.
-) it is authentic material.
-) it has general educational value.
-) it is found in many syllabuses.
-) it helps students to understand another culture.
-) it is stimulus for language acquisition.
-) it develops student interpretive ability.
-) student enjoy it and it is fun.
-) it is highly valued and has a high status.
-) it expands students language awareness.
-) it encourages students to talk about their opinions and feelings.

1.1.3 Reading Comprehension of Text

Comprehension refers to the understanding something fully, including all, almost all the items, details, facts, information etc. In general it refers to the understanding of any spoken or written texts in depth with all the details both expressed and implied. Comprehension includes both listening and reading. Our concern here is to reading comprehension. So it is better to talk what reading comprehension is.

Reading comprehension means to understand a written material with the required information from it as efficiently as possible. So reading becomes meaningful, only if the reader gets through the meaning behind the graphic symbols. Reading comprehension is sometimes defined as grasping meaning from the written pages. But getting meaning from the printed pages is too limited a definition of reading. Constructing meaning is a vital pre-requisite of all reading. But reading is also a form of thinking, problem solving, or reasoning, which involves analyzing and discriminating, judging, evaluating and synthesizing.

Richards, et al. (1999:306) defines reading and comprehension separately as following:

Reading: perceiving a written text in order to understand its contents.

Comprehension: the process by which a person understands the meaning of written or spoken language.

Reading comprehension is an overall understanding of text which can either be poetry or any kind of prose. Mere understanding of the meaning of words and sentences is not sufficient to understand a whole text because the meaning of a single word and sentence may fail to express the intended

meaning. That is why understanding of the whole text is very much important. To comprehend a text properly, one needs to know its organization, prosodic features used, nature of the text etc. For the overall understanding of any kind of literary text the readers need to have the interpretive ability, imaginative power, creativity etc. Without these qualities, it is very hard to get the expressed meaning of the text. The literary texts are related to the real physical world; human sentiments and emotion, the culture and civilization of a group and sometimes surely to the human imaginations which are related to men by any means. That is the reason behind the better understanding of literary text, good language skills and abilities too.

1.1.4 Literature in Grade 12 Curriculum.

The students of grade 12 have different types of reading skills in a variety of reading texts because the secondary level curriculum has clearly mentioned that must comprehend a variety of authentic texts and mentioned different literary genres (i.e. short story, poem, essay, drama) in the text book. That is the reason that the students who have crossed their secondary level study should be able to read the authentic texts intensively with detailed understanding. Further they get the chance of reading more advanced texts in class 11. The students of grade 11, who have specialization in English, read the history of English literature and different authentic literary texts like poem, story, essay, drama and novel which help them to sink into the real, imaginative and creative world of language. The present curriculum of grade 12 has offered a variety of texts in compulsory and optional English courses. The objectives of these two curriculums slightly vary as following:

The objective of compulsory English curriculum is to teach the students language use and functions to establish a link between structure and meaning with more examples of language in context and to engage them in more fruitful reading.

On the other hand, the optional English curriculum comprises a selection of literary pieces related to the different genres. This curriculum has the objective of introducing the students with different genre of literature. They learn different kinds of literary devices and be able to appreciate literary discourses of different characteristics. So the present English curriculum of grade 12 aims to make the students able to acquaint them with textual analysis and literary appreciation and to impart critical sense and prepare them to write their own appreciation, comments, reviews, evaluations of short literary works.

1.1.5 Poetry and Story

Poetry has been defined in a number of ways Poetry is the art of producing pleasure by the expression of imaginative thought and feeling in metrical language .Following Wordsworth “Poetry is the spontaneous overflow of powerful feelings. Apart from its esthetic values poetry has proved to be valuable assets for language pedagogy”, as quoted in Sharma and Phyak (2006:281).

Poetry is one of the important genres of literature because it is a great source of pleasure. It also reflects excitement, moral lesson, knowledge and share experiences to readers. It is composed in various forms like ballad, lyric, blank verse, elegy, couplet, and epic etc. A factual and experienced poet always selects suitable form of poetry to express his/her emotion, feeling and experience. Poetry uses the deviated, new, and original form of language. It is not rule governed, that is why students know the deviated and original forms of language and know how the rules are deviated from the norms.

Like poetry, story is also one genre of literature. Simply short story is the imitation of the world. So it is not totally factual. It pleases the reader because the events of short stories are supposed to be happened in the life of reader. The complete short story always carries fictional modes like plot, character, meaning, point of view and design. Through the story the writer expects to reflect some ideas and knowledge. The writer put the ideas chronologically because reader should thoroughly understand it. Short stories are always an ideal way of introducing students to literature in the foreign language classroom.

1.2 Literature Review

Reading comprehension is a very rich area since so many researches have been carried out in this sector. These researches have been carried out to find out the comprehension ability or level of the students from school level to university level. However these researches have been carried out on the basis of general text, i.e. they have not specified the type or genre of text from which they are trying to find the comprehension level. But this research has been done on the basis of the specified genre of literature i.e. they are poetry, and short stories. For this study the researcher has reviewed the following researches on reading comprehension.

Giri (1981) carried out a research on "A comparative study of English Language Proficiency of the students in grade tenth in the secondary schools of Doti and Kathmandu". He found out that the student of the Kathmandu had better language proficiency than that of Doti.

Siwakoti(1996) found that the secondary level students of private schools of Jhapa districts have better performance than government aided

schools in all items of textbook and non textbook materials in his research entitled " An analysis of reading proficiency of the secondary level students of Jhapa district".

Another similar kind of research was carried out by Subedi (2000) on "Reading comprehension of grade nine students of Jhapa and Kathmandu district" His finding was that the students of government aided schools of Kathmandu have higher reading proficiency than the students of Jhapa.

Poudel (2000) carried out a comparative study on "Reading comprehension ability of the students of PCL and higher secondary level." And his finding was that PCL 2nd year students have better reading comprehension ability that the students could comprehend any seen texts better than on unseen texts.

Bhattarai (2004) carried out a study on "The reading comprehension and speed of PCL 1st year and grade 11 students" and found that the eleven graders have comparatively better reading comprehension ability and speed than that of PCL first year students.

Singh (2005) carried out a research on "comprehension of literary texts by the 10th grade students of Kathmandu district". His research was based on a variety of seen and unseen texts; i.e. short story, and essay and finding was that comprehension of seen texts was found better than in unseen texts. They showed better comprehension in essay (seen) than story (Unseen). Subjective response to a literary text was more difficult than objective response.

Similarly Bhatta (2006) has carried out a research entitled "A study on understanding poetry and prose: a case of grade 10 students" and found that the students have better understanding in prose than in poetry.

1.3 Objectives of the Study

The objectives of this study were as following.

- a) To find out the reading comprehension level of grade 12 students in poetry and short story.
- b) To compare the comprehension level, in terms of, genre, gender, college, text (seen and unseen), and test items.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

This study was carried out based on the texts prescribed for +2 students and the texts similar to these. This study will help the language teachers to find out the students' area of difficulty and interest which will be beneficial to them for effective teaching. So this study is beneficial to the teachers who are directly or indirectly involved in language teaching. Similarly it is very much fruitful to the curriculum designers, students, researchers and all the persons who are involved in the field of ELT.

1.5 Definition of the Specific Terms

Poetry: Poetry refers to the poems collectively, or in general. It is the piece of creative writing written in verse. It makes use of unusual and deviant language which stretches the norms of language.

Short story: A piece of writing, in which the writer narrates any events, or person which may be factual or imaginative.

Seen Text: This term refers to the text, which is already read by the students in their course.

Unseen Text: This term refers to the text which is not read by the students yet.

Test: It refers to the examination of the students' knowledge by means of some questions.

Overall comprehension: This term refers to the general understanding of a text by the students.

CHAPTER - TWO

METHODOLOGY

The researcher aims to find and analyze the reading comprehension level of the students in poetry and short stories studying in class 12 in different colleges of Kathmandu district. The following methodology has been applied to fulfill the aim of this study.

2.1 Sources of Data Collection:

To fulfill the aim of the study the researcher used both primary and secondary sources of data collection.

2.1.1 Primary Sources

The students studying at grade 12 in three different colleges; Pasang Lhamu Memorial College, Madan Bhandari Memorial College and Mangal Multiple Campus, were the Primary sources of data collection.

2.1.2 Secondary Sources

The secondary sources of data were different books, articles, journals, researches, reports, and other related materials.

2.2 Population of the Study

The population of the study consisted 60 students from three colleges: Pasang Lahmu Sherpa Memorial College, Madan Bhandari Memorial College and Mangal Multiple College. The Students were 20 from each college.

2.3 Sampling Procedure

Three colleges from Kathmandu valley were selected by the researcher himself and twenty students from each college were selected using simple random sampling procedure.

2.4 Tools for Data Collection

The researcher administered both subjective as well as objective types of written test items. The test items included short answer questions, True/false item; fill in the blanks, matching, and multiple choice items. The tests were administered in four sets each bearing 50 full marks. The following texts were used to find out the students' Comprehension level.

<u>Text</u>	<u>Source</u>
1. The tiger (seen poetry)	- Generation.
2. The use of force (seen short Story)	- Encounter
3. Stopping by wood in a snowy Evening (unseen poetry)	- General English
4. "Don't Die, Graham! Please Don't Die!" (Unseen short story)	- Stories Plays And Tales of Adventure

2.5 Process of Data Collection

) The researcher visited the selected colleges for the study. He met the Campus chiefs and subject teachers and mentioned his purpose and importance of the study then asked for permission to conduct the test.

-) After having good relationship with the college, he administered the test systematically to the selected population.
-) The time duration for each set of test items was one hour for poetry and one and half hour for short story.
-) Finally the answer sheets of the students were assembled checked and tabulated by the researcher.

2.6 Limitations of the study

This study had the following limitations:

-) This study was limited to the students of three campuses of Kathmandu District only.
-) This study was limited to 60 students.
-) This study was limited to the students of grade 12 only.
-) This study was limited to the reading comprehension of poems and short stories only.
-) The researcher administered the following types of test only:
 - short answer question
 - true/false
 - completion
 - matching item
 - multiple choice items.
-) For the analysis of the data the researcher used only percentage and mean as statistical tools.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of the data that have been collected from the students of class 12 who were studying at three different colleges of Kathmandu district. The data were collected from the tests that were administered to them. The researcher had used two genres of literature to assess their comprehension level and these were poetry and short story. The students were assessed through two texts in each poetry and short story: seen and unseen. So the researcher used four texts to assess their comprehension and each text was of 50 full marks. The marks obtained from the tests were tabulated according to the objectives of the study.

The data were tabulated genre wise, gender wise, college wise, text wise (seen vs. unseen) and item wise. The marks obtained are all the time converted into the mean score and percentages, and on the basis of which, the comprehension level in poetry and short story was analyzed. The researcher put the data in the tables and analyzed them using both orthographic and Para orthographic texts.

The comprehension level of the students in poetry and short story have been analyzed and compared in the following ways:

3.1. Comprehension level in Poetry and Short Story as a Whole.

Table-1

OCL of Students in Poetry and Short Story as a Whole

	FM	TSN	MS	Per
Short story	50	60	26.82	53.64
Poetry	50	60	28.20	56.4
Total Av.	50	60	27.51	55.02

Table 1 shows the overall understanding level of class 12 students in short story and poetry. The table contains the mean score achieved by the students and the percentage value of the scores. From this table it is found that the OCL of the students is higher in poetry than in the short story. Since the average marks achieved in short story is 26.82 and 25.20 in poetry, out of 50 full marks each, which are 53.64% and 56.4% respectively.

3.2 Comprehension of Poetry and Short Story by the Student of Three Colleges.

Table-2

OCL of the Students of Three Colleges

	Short story		Poetry		Total	
	MS	PER	MS	PER	MS	PER
PLSMC	28.13	56.26	26.88	53.76	27.5	55
MBMC	26.51	53.02	27.95	55.9	27.23	54.46
MMC	27.08	54.16	27.79	55.58	28.5	57

Table 2 shows the comprehension level of the students of selected three colleges. From the table the overall comprehension level of the students in short story and poetry found nearly equal among the colleges. There are not so much differences in the marks achieved by the students of all three colleges. The mean scores obtained in short story cum poetry are 27.5, 27.23 and 28.5 respectively by PLSMC, MBMC and MMC, which are 55, 54.46 and 57 in percentage value in the same order. From this it is found that the OCL of MMC is slightly better than other two colleges since PLSMC is in the second position and MBMC in the third.

The students of PLSMC have scored 28.13 in short story and 26.88 in poetry and these mean scores are 56.26 and 53.76 respectively in these two genres in the percentage value. These scores speak that the OCL of PLSMC is better in short story than in poetry.

In the same way the mean scores of the students of MBMC in short story and poetry are 26.51 and 27.95, which are 53.02 and 55.9 in the percentage value in respective genres. These marks of MBMC students express that they possess better OCL in poetry than in short story.

Similarly, the mean scores obtain by the MMC in short story and poetry are 27.08 and 27.79 respectively. These mean scores come to be 54.16. And 55.58 in percentage value in the respective genres. These marks achieved by the students tell that the students of MMC are better in poetry than in short story.

Though the differences in mean scores are not so much remarkable, the students of PLSM are found to have better OCL than other two colleges in short story. MBMC is found to have lower OCL than other two colleges and MMC is found to have in the middle of PLSMC and MBMC in short story. Similarly, the OCL of MMC is found better than MBMC and PLSMC, the OCL of MBMC is found lower than MMC and higher than PLSMC, so the OCL of PLSMC is found lower than both of the colleges in poetry.

3.3 Comprehension of Short Story and Poetry by Male and Female Students (Gender wise Comparison)

Table- 3

OCL of Male and Female Students

	Male			Female		
	S	P	TM	S	P	TM
No. of Std	60	60	60	60	60	60
FM	50	50	50	50	50	50
MS	28.48	28.87	28.67	25.26	27.53	26.39
Per	56.96	57.74	57.34	50.52	55.06	52.78

Table 3 presents the OCL of the male and female students in short story and poetry. The comprehension level has been presented on the basis of both mean score and percentage value. In the table, the mean scores

achieved by the male students are 28.48 in short story and 28.87 in poetry as i.e. 56.96% and 57.74% respectively. This tells the fact that male students are better in poetry than in the short story, because their mean score is found higher in poetry than in short story. Similarly, the mean score of female students in short story is 25.26 and in poetry it is 27.53 which are 50.52% and 55.06% respectively. This implies that female students are also found having better OCL in poetry than in short story.

This table also tells the OCL of the male students and female students on the basis of the mean score obtained from the calculation of the marks of short story cum poetry. The total mean score achieved by the male students is 28.67, which is 57.34%. Similarly, the total mean scores achieved by the female students is 26.39, i.e. 52.78%.

So, from the analysis of the marks above, male students are found to have better OCL in both short story and poetry than female students. This fact can be shown in the bar diagram as following.

3.3.1 OCL of the Male and Female Students of Three Colleges

Here, the researcher has tried to analyze the OCL of male and female students of three colleges.

A. OCL of the Male and Female Students of PLSMC

Table - 4

	M		F	
	MS	PER	MS	PER
P	28.05	56.1	28.22	56.44
S.S	29.02	58.04	25.05	50.1

Table 4 shows the OCL of the students of PLSMC. The result of the test is seen mixed while comparing the OCL of male and female students in

poetry and short story. Since the mean scores achieved by male students are 28.05 in poetry and 29.02 in short story, i.e. 56.1% and 58.04% respectively. Similarly, the female students achieved 28.22 and 25.05 in poetry and short story respectively. These mean scores come to be 56.44% and 50.1% respectively.

From the marks achieved by the students, it is found that the OCL of the female students is better than male students in poetry. But the CL of male students is found better than the female students in short story.

B. OCL of the Male and Female Students of MBMC

Table - 5

	M		F	
	MS	PER	MS	PER
P	29.8	59.6	26.12	52.24
S.S	28.2	56.4	24.8	49.6

Table 5 shows the CL of the male and female students separately in poetry and short story in mean score and percentage, who are studying in MBMC. The mean scores achieved by the male students in poetry is 29.8 and 28.2 in short story, which are respectively converted as 59.6 and 56.4 in percentage. Similarly, the mean scores obtained by female students in poetry is 26.12 and 24.8 in short story, which are respectively 52.24% and 49.6% respectively. So the marks simply speak the fact that the CL of the male students of MBMC is higher than the female students in both poetry and short story.

C. OCL of the Male and Female Students of MMC

Table 6

	M		F	
	MS	PER	MS	PER
P	28.77	57.54	28.25	56.5
S	28.22	56.44	25.95	51.9

Table 6 shows the CL of the male and female students of MMC in poetry and short story. The male students of SSC achieved the mean scores of 28.71 in poetry and 28.22 in short story, i.e. 57.54% and 56.44% respectively. Similarly, the mean score of female students in poetry is 28.25 and 25.95 in short story, which are 56.5% and 51.9% respectively. Though, the mean scores achieved in poetry by male and female students is nearly equal, the CL of male students is found higher than the female students in both poetry and short story.

3.4 OCL of the Students on the Basis of Seen vs. Unseen Texts

Table 7

	Poetry		Short story	
	Seen	Unseen	Seen	Unseen
MS	28.77	27.69	27.85	25.9
PER	57.54	55.38	55.70	51.8

Table 7 presents the OCL of the students in the text of poetry and short story on the basis of seen and unseen texts separately. The researcher, here, tried to compare OCL of the students on the basis of seen vs. unseen texts. The students were given the seen text of poetry and short story each bearing 50 full marks and they were also given the unseen texts of both poetry and short story each of 50 full marks. From the texts given to the students, their marks are obtained and converted to the mean scores. The mean scores achieved by the students in the seen and unseen text of poetry

are 28.77 and 27.69, i.e. 57.54% and 55.38%. Similarly, the mean scores obtained in the seen and unseen texts of short story are 27.85 and 25.9, which are 55.70% and 51.8% respectively.

From the analysis of the data, the researcher found that the OCL of the students is better in seen texts than unseen texts of both poetry and short story.

3.4.1 OCL of the Students of Three Different Colleges in the Seen and Unseen Texts of Poetry and Short Story

(a) CL of the Students of PLSMC

Table 8

	Seen		Unseen	
	MS	PER	MS	PER
P	29.37	58.25	26.9	53.8
S	28.62	57.25	25.45	50.9
T	28.99	57.99	26.17	52.35

This table shows the CL of the students of PLSMC in the seen and unseen texts of poetry and short story. The students of PLSMC achieved 29.37 and 28.62 marks in the seen text of poetry and short story respectively. These mean scores come to be 58.75 and 57.25 percent respectively. On the other hand, in unseen texts of poetry and short story their mean scores are 26.9 and 25.45, which are 53.8% and 50.9% respectively.

From the analysis of the data obtained, it is found that the students of PLSMC possess better CL in the seen text of both poetry and short story than unseen ones.

(b) CL of the Students of MBMC

Table 9

	Seen		Unseen	
	MS	PER	MS	PER
P	27.2	54.4	28.72	57.45
S	26.27	52.55	57.45	53.5
T	26.73	53.47	27.73	55.41

This table shows the CL of the students of MBMC on the basis of seen vs. unseen texts of poetry and short story. The marks obtained from the test of the students are converted into mean score and percentage and their CL have been found. The mean scores of the students of MBMC are 27.2 and 26.27 in the seen texts of poetry and short story respectively. These scores are 54.4% and 52.55% respectively. On the other hand their mean scores in the unseen texts of poetry and short story are 28.72 and 26.75, which are 57.45% and 53.5% respectively.

Here, while analyzing the data, surprising result is found. The students of MBMC achieved higher marks in the unseen texts of both poetry and short story than the seen texts. The CL of the students of MBMC is found better in unseen texts than in seen texts.

(c) CL of the Students of MMC

Table 10

	Seen		Unseen	
	MS	PER	MS	PER
P	29.75	59.15	27.45	54.9
S	28.67	57.34	25.5	51
T	29.21	58.42	26.47	52.95

This table shows the mean scores achieved by the students of MMC in the seen and unseen texts of poetry and short story. The mean scores

achieved by the students in the seen text of poetry are 29.75 and 28.67 in short story, which can be respectively converted as 59.15 and 57.35 in the percentage value. On the other hand, their marks in unseen texts of poetry and short story are 27.45 and 25.5 i.e. 54.9% and 51% respectively.

From the analysis of these marks obtained, the CL of the students of MMC is found better in the seen texts of both poetry and short story than unseen texts.

Similarly, the tables 8,9 and 10 show the TCL of the students of PLSMC, MBMC and MMC in seen and unseen texts. For that the researcher converted the marks achieved by the students both in poetry and short story into total and total mean score is obtained. After that the researcher tried to compare the OCL of the students of three colleges in seen and unseen texts.

In table 8, we find the total mean score achieved by the students of PLSMC, which is 28.99 i.e. 57.99%. Similarly, the total mean scores of the students of MBMC is 26.76, i.e. 53.47%. And lastly the mean score of the students of MMC in seen texts is 29.21, i.e. 58.42%. From the total mean scores obtained, it is found that the OCL of the MMC is higher than other two colleges in seen texts. Since PLSMC is in the second position and MBMC in the third.

On the other hand, the mean score achieved by the students of PLSMC in unseen texts is 26.17, by the students of MBMC in unseen texts is 27.73 and by the students of MMC is 26.47, which are 52.35%, 55.47% and 52.95% respectively. From the analysis of these marks, it is found that the OCL of the students of MBMC is higher than other two colleges in unseen texts, since the students of MMC are in the second position and the students of PLSMC in the third.

To sum up, from the analysis of the data obtained, it is found that the OCL of the students is higher in seen texts than in unseen texts. The mean scores of the students in seen text is 25.31 which is 56.62% and the mean scores in unseen texts is 26.73, i.e. 53.58%.

3.5 Itemwise Analysis of the OCL of the Students

The following table presents the mean scores achieved by the students of respective colleges with their percentage value. And this table also presents total mean scores of all the colleges in all the items of the tests used to test them.

Table 11

Itemwise Analysis of the OCL of Students

		SA		TB		TF		FB		M	
		P	SS	P	SS	P	SS	P	SS	P	SS
PLSMC	M	11.1	10.97	4.47	4.2	5.17	4.16	3.86	4.05	3.52	3.65
	P	52.82	52.26	59.66	56	69	55.5	42.91	45	70.5	73
MBMC	M	11.3	10.6	3.93	3.86	4.76	4.46	4.31	4.16	3.82	3.51
	P	53.80	50.47	52.5	51.5	63.5	59.5	47.91	46.25	76.5	70.25
MMC	M	11.57	10.4	4.65	4.05	4.65	4.68	4.05	4.2	3.7	3.75
	P	55.11	49.52	62	54	62	62.4	45	46.66	74	75
TMS	M	11.32	10.65	4.32	4.05	4.86	4.43	4.07	4.13	3.68	3.63
	P	53.92	50.75	57.6	54	64.8	59.11	45.25	45.96	73.6	72.73

Table 11 presents the itemwise marks achieved by the students, which were administered to find their OCL. In each test, short questions were of 21, tick the best answers were of 7.5, true/false items were of 7.5, fill in the blanks were of 9 and matching items were of 5 full marks. The researcher has presented the mean scores achieved by them in the respective items. In the tests, the students scored the highest marks in the matching item out of each 5 full marks they achieved 3.68 in poetry and 3.63 in short story, which are 73.6% and 72.73% respectively. In the same way, in true false item, they achieved 4.86 in poetry and 4.43 in short story, 64.8% and 59.11%

respectively out of 7.5 full marks. And their marks in tick the best answer (multiple choices) were 4.32 in poetry and 4.05 in short story, which are 57.6% and 54% respectively out of 7.5 full marks. Similarly, they achieved 11.32 in poetry and 10.65 in short story in the item of short answer question out of each 21 full marks, which are 53.92% and 50.75% respectively. In fill in the blank items they carried, the least marks among all the items used for testing them. Their marks in fill in the blanks items were 4.07 in poetry and 4.13 in short story out of 9 full marks each, which are converted as 45.25% and 45.96% respectively.

From the analysis of the data obtained, it is found that the performance of the students in matching item is better than other items. Their performance in true/false items is in the second position, tick the best answer in the third position; short answer question in the fourth and their performance in fill in the blanks items seemed poorer than all the other items and is in the last position of both poetry and short story. To sum up, the students' performance level is found the highest in matching item and the lowest in fill in the blanks item of both poetry and short story.

3.5.1 Performance Level of the Students in Poetry and Short Story on the Basis of Subjective vs. Objective Items

Table 12

	Sub		Obs	
	MS	PER	MS	PER
P	11.32	53.92	16.93	58.37
S	10.65	50.75	16.24	56
MT	10.98	52.30	16.58	57.18

Table 12 shows the performance of the students in the subjective and objective tests of poetry and short story. Their mean scores in the subjective test of poetry is 11.32 and 10.65 in short story, which came to be 10.98 in

total mean value. On the other hand, the mean scores achieved by them in the objective tests of poetry is 16.93 and 16.24 in short story, which is converted to 16.52 in average value. From the analysis of the mean scores achieved by them in the subjective and objective test of poetry and short story, it is found that the performance level of the students is better in objective tests than subjective tests, since the percentage value of the mean scores achieved by them in subjective test is 52.30 and the objective test is 57.18.

CHAPTER -FOUR

FINDINGS AND RECOMENDATIONS

4.1 Findings

The main concern of this study was to identify the overall comprehension in the poetry and short story by the students of class 12 studying at different colleges of Kathmandu district. For achieving the objectives of the study the researcher administered the tests both in poetry and short story and obtained the needed data. Then the data are tabulated under the various headings based on different variables which could fulfill the objectives of the study. The tabulated data were analyzed using the statistical tools like mean and percentage. On the basis of the analysis done, the following findings have been drawn.

1. The students are found to have better comprehension ability in poetry than in the short story. The overall comprehension level of the students studying at grade 12 is 56.4% in poetry and 53.64% in short story.
2. Regarding the OCL of three different colleges, the students of MMC are found to have better comprehension ability than other two, the students of PLSMC are in the second position and the students of MBMC in the third. The OCL of MMC is 57%, PLSMC is 55% and MBMC is 54.46%.
3. The OCL of the male students in both poetry and short story is found better in comparison to the female students. The OCL of the male students is 57.34% and the female students is 52.78%.
4. The comprehension ability of the students in seen texts is found better than in the unseen texts. Their OCL in seen text is 56.62% and 53.58% in unseen texts.

5. The students are found to have better performance in the objective test items than in the subjective test items.
6. The students are found to have the best performance in the matching items and the lowest performance in fill in the blanks item. The performance in matching item is 73.6% in poetry and 72.73% in short story. On the other hand, the performance in fill in the blanks item is 45.25% in poetry and 45.96% in short story.
7. The students are interested in the short texts than the long ones. So they performed well in poetry than short story.
8. The students' OCL have been found satisfactory in poetry and short story.

4.2 Recommendations

The prime concern of the study was to find out the comprehension level of grade 12 students in poetry and short story and to suggest some pedagogical implications too. It is found from the analysis that there are some differences among the students in comprehending the texts of poetry and short story. The researcher made the following recommendations based on the findings of the research.

1. Relatively more exposure should be given to the long texts like short story to improve the students' comprehension.
2. Group discussion and home assignment is always profitable in reading and comprehending any texts. So the teacher should involve the students in group activity and encourage them for home assignment.
3. The teachers should be provided with the adequate training and regular workshops in dealing with the different aspects of literary texts which may bring uniformity in teaching and learning process. They should be

updated with the new approaches, methods and techniques in dealing especially with literary texts.

4. Female students are found weaker than male students in comprehending the texts. So for their improvement they should be motivated to participate in class and teachers should provide more feedback.
5. More exposure should be given in reading the variety of literary texts in and out from their course. The teachers should encourage them to read the literary texts that are not in their course books, which improve the comprehension ability in both seen and unseen literary texts.
6. The students are found weaker in performing subjective item in comparison to the objective item. So the teacher should involve them in coherent and cohesive study.
7. Teacher should be prepared in such ways that they could arouse curiosity and interests among the learners, while studying or reading the texts.
8. The students should be encouraged to read more books, use dictionary for developing the vocabulary power. Along with this, the grammar of language also should not be neglected.
9. Colleges should provide them the adequate reading materials in the library and the teachers should form the habit of reading materials in the library.
10. For the maximum exposure to literature, students oriented reading activities should be encouraged and let them interpret the texts in their own way and encourage them to express their ideas and feelings. The teacher can just act as an informant or should remain to the limitation of a guide.

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