

READING COMPREHENSION ABILITY OF THE THARU STUDENTS

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

Submitted by
Nira Chaudhary

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal

2020

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs.**Nira Chaudhary** has prepared this thesis entitled **Reading Comprehension Ability of the Tharu Students** under my guidance and supervision.

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DECLARATION

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

Date: 2020/09/24

.....
Nira Chaudhary

DECLARATION

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

Date: 2020/09/24

.....
Nira Chaudhary

DEDICATION

Dedicated

to

my family, friends and teachers

who always encourage me to

take challenges and

inspire me for

my betterment.

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Nira Chaudhary

ABSTRACT

This study entitled "Reading Comprehension Ability of the Tharu Students" firstly aimed at finding out the reading comprehension ability of Tharu students. Secondary, it had the objective to compare and contrast the proficiency of students in terms of seen and unseen texts. I used non-random purposive sampling procedure to select the sixty Tharu students studying in grade 10 in different 5 schools in Dang district. I used test as the research tool including seen and unseen passages following with a number of items of questions. The collected data have been presented in tables ; and analyzed and discussed quantitatively in percentile and average. The major findings showed that the Tharu students' overall reading comprehension was average. Similarly, they had slightly better performance in seen passages in comparison to unseen ones. The reading comprehension ability of Tharu girls are better in both seen and unseen texts. The students scored the highest average mark in True/False item of question' in both seen and unseen texts where as they achieved the lowest average mark in similarities and answer the questions both seen and unseen texts.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with review of theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter deals with methodology which incorporates research design and method, population, sample and sampling strategy, field/area of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with the vigorous analysis of data and interpretation of results along with the summary. The fifth chapter presents the conclusions and recommendations of this research in different levels such as policy related, practice related and further research related ones. References and appendices form the concluding part of thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
/	Slash
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
etc.	Et-cetera
i.e.	idest (that is to say)
IELTS	International English Language Testing System
M.Ed.	Master of Education
MoE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teacher's Association
NESP	National Education System Plan
No.	Number
RCA	Reading Comprehension Ability
SLC	School Leaving Certificate
T.U.	Tribhuvan University
UN	United Nations
VDC	Village Development Committee

CHAPTER- ONE

INTRODUCTION

1.1 Background of the Study

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is nonetheless, insufficient as a way to understand the true nature of reading abilities. There are five important reasons why this simple definition is inadequate.

-) First, it does not convey the idea that there are a number of ways to engage. A reader has several possible purposes for reading, and each purpose emphasizes some what different combination of skills and strategies.
-) Second, it does not emphasize the many criteria that define the nature of fluent reading abilities; it does not reveal the many skills, processes and knowledge bases that act in combination and often in parallel, to create the overall reading comprehension abilities that we commonly think of a reading.
-) Third, it does not explain how reading is carried out as a cognitive process that operates under intense time constraints; yet, these very rapid time-processing constraints are essential to understanding how reading comprehension works for the fluent reader.
-) Fourth, it does not highlight how the ability to draw and then interpret meaning from a text varies with the second language (L2) proficiency of the reader.
-) Fifth, it does not address the social context in which reading takes place nor the reasons why text will be interpreted and used in differing ways.

Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex. It is a more accurate picture of reading comprehension, we define it according to a set of necessary processes. No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading (Grabe, 2009). The processes involved in fluent reading comprehension such as : a rapid process, an

efficient process, an interactive process, a strategic process, a flexible process, an evaluating process, a purposeful process, a comprehending process, a learning process and a linguistic process.

Fluent reading must occur rapidly in most any purposeful context, and the more rapidly a text is (successfully) read, the better the various processing components are like to operate. Thus, a good L1 reader will read almost all texts at rates somewhere between 200 and 300 words per minute, depending on reading purpose. It is related to rate is the notion that specific processes must be carried out efficiently in combination if comprehension is to take place. Likewise, Breznitz (2006, p.50), that is, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.

Reading is also an interactive process in at least two ways. First, the various processes involved in reading are carried out virtually simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories (Baddeley, 2007; Baddeley, Eysenck and Anderson, 2009). We are also analyzing the structure of sentences to assemble the most logical clause level meanings, building a main idea model of text comprehension in our heads, monitoring comprehension and so on. Combining these skills in an efficient manner makes general comprehension a time consuming ability to master. Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long term.

According to Richards and Renandya (2002, p.273, as cited in Yadav, 2009, p.11) says, Good reading text also provide good models for writing, and provide opportunities to introduce new topics to stimulate, discussion and to study language. Example : vocabulary grammar and idioms). Reading skill which highly valued by students and teachers alike.

1.2 Statement of the Problem

Nepal is a multi-racial, multi-lingual, multi-religious and multi-cultural nation. It is small in area but very rich in terms of language spoken here. According to the population census report (2011), there are 123 identified languages spoken in Nepal. Most of the languages spoken in Nepal donot have their own script, they are found

only in spoken form, some of these languages are on the verge of extinction among of which Tharu language is one of the languages spoken in Terai region of Nepal.

Like in every field, morphological system in Tharu language has also some problems regarding the teaching learning process because teaching itself is a very challenging profession so, the teacher should be perfect to handle the class. Different societies, cultures, languages and caste pupils are studied in the same class, in such situation teachers as well as students faces many problems because of the mother tongue interference in teaching learning activities. Similarly, in Dang district Tharu students cannot develop their better proficiency skill in English subject one of the reason is morphological variations between Tharu and English language next is Tharu adjectives is different.

In Nepal, the backward people have to face many problems some of the problems presented by Sahani (2015) are poverty, economy, illiterate, racial discrimination environment, unemployment, social discrimination, geographical structure and carelessness of government. According to Carrel and Grabe (2000), have outlived some language related problems of L2 readers. These included word recognizing, fluency, vocabulary and L1 interference.

1.3 Objectives of the Study

The present research study had the following objectives.

- i. To find out the reading comprehension ability of Tharu students of Dang district.
- ii. To suggest some pedagogical implications.

1.4 Research Questions

This study had the following research questions.

- i. Are Tharu students equally able in comprehending seen and unseen texts?
- ii. Who (girls or boys) more reading comprehension ability ?

1.5 Significance of the Study

Now a days, research plays a vital role to give information for person. This study is expected to be significant to the students and teachers of Tharu language in the sense that they can get insights into the areas of reading comprehension ability of the

Tharustudents which can make the learning and teaching easier and comprehensible because they can prepare materials for those aspects where they are dissimilar and treat the students accordingly. Similarly, linguists, grammarians and researchers of Dangaura dialect are also benefitted from this study because it also provides platform for them to design syllabus, textbook and relevant materials. In the same way, this study can be very beneficial for the Department of English Education, T.U., Kirtipur for further research because it can provide the methodological insights to the further researchers. And, it also can be beneficial for teachers especially who teach English in Dang district because he/she can be familiar with the area where special treatment needs.

Likewise, this study also can be significant for the language planners and policy makers with the concept of mother-tongue instruction and the teachers who teach English as a second language to the children, writers and followers of the Dangaura dialect of Tharu can get a huge amount of benefit from this research.

1.6 Delimitations of the Study

The scope of the study was limited on the following areas :

-) The study was confined to the students of five schools of Dang district.
-) The study was limited to the only 60 Tharu students.
-) The study was limited to the students of grade X.
-) The study only measured the reading comprehension ability.
-) The study was limited to the reading comprehension ability based on seen and unseen types of test items.

1.7 Operational Definitions of the Key Terms

The definitions of some related terms have been mentioned below :

Reading Comprehension : The process by which grade X Tharu students of Dang district understand the meaning of written texts through a variety of test items.

CHAPTER- TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This parts of the study consists of review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

These sub-title deals with different theoretical perspectives related to the factors they are directly or indirectly associated with the study and reviews literature on different topics relating to reading comprehension. This chapter begins as follows :

2.1.1 Introduction of English Language and Its Position in Nepal

English language belongs to the Indo-European language family and sub branch of Germanic language family. It is considered as the international language of the world. There are more non-native English speakers than the native speakers. So, it is believed that a quarter of the world's population speaks English language. According to Harmer (2007, p.13), "At the end of the twentieth century, English has become a lingua franca." He means to say that from twenty English is used for communication between many people who have different native language.

The influence of the English is the highest one in every language of the world. Similarly, the language spoken in Nepal is also influenced by English. It is growing day by day in every sector because of its' imperialistic manner like business, education, communication, politics etc. In the same way, Nepalese Education System is also influenced by English language from 1910. As the reason now, English is as the compulsory subject from class one to bachelor level. So, the position of English is more prominent in our education system.

2.1.2 Language Families in Nepal

Nepal accommodates an amazing cultural diversity including linguistic plurality. Census report 2011 identified 123 distinct language spoken as mother tongue. However, there are still remaining quite a few languages which lumped together into unknown slot due to lack of information. There are mainly four language families in

the world. All the languages identified in Nepal are related to those four language families. They are; Indo-Aryan group, Tibetan-Burman group, Dravidian group and Austro-Asiatic group.

i. Indo-Aryan Family

Indo-Aryan is the largest family of language, under this family Nepali, Maithali, Marwadi, Bhojpuri, Majhi, Chureti, Hindi, Urdu, Bote, Awadhi, Rajbangsi, Kumal, Danuwar, Darai and Awadhi are included (CBS, 2011).

ii. Tibeto-Burman Family

Tibeto-Burman is specially spoken in hilly and Himalayan region of Nepal, under this family Tamang, Sherpa, Sunwar, Dimaal, Sangpang, Chhantyal, Jirel, Meche, Byagni, Kaike, Newar, Gurung, Yakkha, Tibtan, Pahari, Raji, Raute, Koche, Magar, Limbu, Chepang, Thakal, Dura, Lepch, Thakal, Dura, Hayu, Thams and Bhujel are included (CBS, 2011).

iii. Austro-Asiatic Family

Austro-Asiatic is specially spoken in eastern part of Asia, under this family Satar or Santhali, Mundo and Aadia are included (CBS, 2011).

iv. Dravidian Family

Dravidian language family includes two Nepali language, Jhangar or Ghagad and Khariya (CBS, 2011).

2.1.3 Introduction of Tharu People and Their Language

The ancient of Tharu people and their language are discussed briefly under the following titles.

2.1.3.1 Tharu People

Tharus are the indigenous ethnic people of the Terai and Inner Terai, living from east to west of Nepal. They are recognized as an official nationality by the government of Nepal and Indian in 2063. According to the census data (2011), the Tharu population of Nepal are 1,737,470, which are 6.6% of the total population of Nepal.

Traditionally, they are dependent on agriculture. They cultivate paddy, mustard, corn, lentils and also collect the forest products such as wild fruits, vegetables, medicinal plants and materials to build their houses. They also hunt deer, rabbit and go for fishing in the river. Generally, they do not go abroad, they keep them isolated in their own localities so, they develop a unique culture but these days they are shifting in other profession for the betterment of their life. Some of them are found to be involved in government offices, factories, teaching, and business. Most of the Tharu people are illiterate but they have been able to preserve their indigenous culture and linguistic identity. According to Tharu people, they are of Rajput origin and have migrated from Thar Desert to Terai region of Nepal. The special feature of their living environment are the decorated paddy containers, colorfully painted verandahs and outer wall of their homes using available materials like clay, mud, grass and dung. They also celebrate festivals like Maghi, Dashain, Tihar, PhaguPurnima and Krishna JanmaAustmi.

2.1.3.2 Tharu Language

Tharu language is one of the Indo-Aryan varieties of Indo-European language. It is the fourth largest language spoken in Nepal. According to the Census Report (2011), there are 1.53 million Tharu native speakers living in Nepal, among of which, 28,500 are monolingual. Almost all the Terai districts, there are Tharu native speakers. The majority of Tharu speakers are found in Dang, Banke, Bardiya, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udayapur, Morang and Sunsari districts. The language of Tharu differs from place to place, society to society and person to person. It is affected by the geographical boundaries and adjustment with other language speakers. So, the Tharu language spoken in eastern Terai is different from western Terai. Many scholars and linguists said that Tharu language does not have its own script; it is just a mixture of Hindi, Bhojpuri, Maithali and Awadhi. On the other hand, Tharu people say that they have their own script of their language and literature. For example the language of 'Barkimar', 'Dhumar', 'Sajana', 'Mangar', etc. are the strong proof of Tharus' own language script but this script is not used these days so, most of the Tharu books are found, written in Devanagari script.

The government of Nepal has accepted 123 native languages as a national language in 2063 among of which, Tharu language is the fourth largest language. So, for the

development of Tharu language, government has been published news, stories, political issues, etc. in Tharu language. Similarly, some programs are also broadcasted in Radio Nepal and other F.M. stations in Tharu language.

2.1.3.3 Dialects of Tharu Language

According to the regions of their inhabitation, each respective Tharu clan has its own ethnic identity, dialect and culture. Here our main concern is the dialect, mainly the Dialects of the Tharu language are; Dangaura, Kathoriya, Rana, Chitwania, Kochila, and Sonaha.

i. Dangaura Dialect

The Dangaura dialect is spoken in Dang, Kapilvastu, Bardiya, Banke, Surkhet, Rupendehi, Kailali and Kanchanpur districts.

ii. Kathariya Dialect

This dialect is spoken in Kailali district.

iii. Rana Dialect

This dialect is spoken in Kailali and Kanchanpur districts.

iv. Chitwan Dialect

This dialect is spoken in Chitwan and Nawalparasi districts.

v. Sonaha Dialect

This dialect is spoken in Surkhet district.

vi. Kochila Dialect

This dialect is spoken in eastern terai; Saptari, Bara, Parsa, Rautahat, Sarlahi, Mahottara and Udayapur district.

vii. Buksa Tharu

This dialect is spoken in Uttarpradesh of India.

(Tharu Ethnologue, 2015)

2.1.3.4 Educational Status of Tharu Students

Tharus have not any status in the society or in the country. They are back in the society from of social, economical, educational, personal and cultural points of view.

According to Thakur (2013), literacy community of Dangaura Tharu speech community is poor. As Subba, et al. (2014, p.103) says Tharu lowest literacy rate is just 50 percent. They are back due to illiteracy, unemployment, poverty, environment, low thought and geographical structure etc. Some of Tharu people are showing interest in teaching learning now days in the village areas. Some of the Tharu people are getting higher education and remaining others follow the same whatever their old generation used to do. Their each and every status is weak and back which are the major problems of Tharu communities. A large number of Tharu people are unemployed because of low literacy rate of education. Tharu females are uneducated and unfamiliar with various environment of educated girls and woman. So, they spend their time by working in the field.

According to Wagle (2012), household income, economy, child work, general disparities, early marriage, corporal punishment, poor school infrastructure, lack of quality teaching, direct and indirect cost of schooling, disability and disease and being with friends are the main reasons of students to school dropouts in Nepal. As the same way, Tharu students have many problems which make obligation for them to dropouts, leave their further study.

The people who are backward in all the sectors have to face a lot of problems. These kinds of problems create a challenge for the students to learn the English language. The lower caste or backwards people have to face lots of problems in the context of Nepal.

In Nepal, the backward people have to face many problems. Some of the problems presented by Sahani (2015) are given below :

-) Poverty: Tharu community is backward in property. They are poor and they cannot maintain their status in the country. They work hard in the fields to fulfill their needs. They grow crops, paddy, wheat, and vegetables to eat and also sell them in the market for money.

-) Economy : Most of the Tharu people are uneducated. They are not in government service or in private services as well. They have not any economical source except their agriculture. They have traditional concept in the sense that they do not want to change their life style and mind. So, neither they have any economical source nor any services. Thus, they have lack of money.
-) Illiterate: Several people from Tharu community are uneducated. They want to make money from their children. They think that education is only for high class people. Maximum people of Tharu community think that we have neither source nor force in the country. So, no one can give service to our children though they started to get education. They have very conservative mind towards education. Thus, the illiterate rate is growing day by day in Tharus community in the context of Nepal.
-) Racial discrimination: Society is the group of different people. There are many cultures, behaviours, feelings, emotions, rights, languages, dresses etc. in the society. In this society, Tharu community has their own attitudes, aptitudes, habits, speaking and knowledge about some things; they have not such types of awareness, education, techniques that attracts other people.
-) Environment: It is said that environment is the source of making the future good or bad. Man can grow up and attempt such behavior, education, living style, speaking style as they live in. Reading Tharu community, they have not such environment from that they can achieve good education and knowledge, speaking power including economical status. They don't want to create environment to learn something's extra from educated people and scholars. Most of the Tharu peoples are uneducated, unfamiliar with a lot of things which are too much necessary for their daily life with environment also.
-) Unemployment: Lots of the Tharus are unemployed. They have not chance to go ahead to achieve high post in the country. They only think to work in the fields. They cannot think deeply about their prestige, services, prestigious life as well as about their identity for the future time. They have such thought that they can get higher education for their children's. That is the reason, most of the people are backward and haven't services in the country.

-) Social discrimination: Society is the group of different people. There are many cultures, behaviors, feelings, emotions, rights, languages, dresses etc. in the society. In this society, Tharu community has their own attitudes, aptitudes, habits, speaking and knowledge about some things. They have not such types of awareness, education techniques that attracts other people.
-) Geographical structure: Many of people can achieve many kinds of knowledge on the basis of geographical structure also. The geographical structure of Tharu community is backward because there is not any kind of well or managed conditions or situations in the name of facilities. They share themselves their own pities and happiness. They are very back geographically. There are mixed situation where Tharu community live. So, there aren't well managed structures that help them effectively.
-) Carelessness of government: The government of Nepal tries to manage each and everything well but unable to do. There are many casts, area and cultures in Nepal. The community which is educated, able to achieve the high post only this community has identity in Nepal. There are many uneducated, unable casts in Nepal but the government is not being able to manage it. Though the poor, backward community wants that post to save identify in the country. The government is careless about their conditions, situation and identity in the country. So, the carelessness of government, Tharu community is unable to develop their community well.

2.1.4 Concept of Reading Comprehension

Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. It is a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning and or constructing meaning.

Comprehension refers to the understanding of the text fully including all the details facts and information etc. Comprehension is possible only when reading involves understanding. Comprehension among a vast variety has been very crucial in foreign/second language teaching. Etymologically the word 'read' (v.) has its origin root in the Latin verb Legere 'to read': which means lector, lecture, legend, and lexicon. In 1610, it was connected to riddle via nation of 'interpret, transference to 'understand the meaning of written symbols Munby(1993, p.103).

Reading comprehension means to understand a written material or text with required information through the reading of the text. It is preferred to have a critical reading for better understanding of the text i.e. the reading from word to word, sentence to sentence, and paragraph to paragraph. Reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels of meaning are lexical meaning, structural or grammatical meaning and socio-cultural meaning. In short, it is the building of meaning from sounds or words. Full concentration over the subject matter is needed for better comprehension and experiments have provided that more comprehension is achieved through silent reading.

According to Richards et al. (1999, p.306) reading means “perceiving written text in order to understanding its content.” It involves perceiving the written form of language, either visually or kinetically (using Brail). Reading is a receptive skill in written mode. This skills involves a variety of other skills. The skills under reading as given by Munby (1978 as cited in Grellet, 1981, p.4-5) are listed below :

-) Recognizing the script of language.
-) Deducing the meaning and use of unfamiliar lexical items.
-) Understanding explicitly stated information.
-) Understanding information when it is not explicitly stated.
-) Understanding conceptual meaning.
-) Understanding the communicative value (function) of sentences and utterances.
-) Understanding relations within the sentences.
-) Understanding relation between parts of text through grammatical cohesion devices.
-) Interpreting text by going outside it.
-) Recognizing indicators in discourse.
-) Identifying the main point or important information in a piece of discourse.
-) Distinguishing the main idea from supporting details.
-) Extracting salient points to summarize (the text, an idea).
-) Selecting extraction the relevant points from a text.
-) Basic reference skills.

-) Skimming
-) Scanning to locate specifically required information.
-) Transcoding information to diagrammatic display.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of interpersonal communication. We can find most of the reading in the form of printed words from ink or toner on papers : a books, magazine, newspaper, leaflet or notebook, etc. Handwritten text may also be produced using a graphite pencil or pen. More recently, text is read from computer displays, television and other displays like mobile phones.

Reading is an important skill. It enables the learners to further their studies to be employed, and to be entertained by reading the text. Reading is mostly used for two purposes like, for the sake of knowledge and pleasure.

2.1.5 Purposes for Reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, because few people try to read every line of a newspaper. We may initially search the front page for a particular story that we expect to be there. If the headlines cue us in the right way, we may check quickly for the length of the article, and we may then read through a number of paragraphs for comprehension (appropriately influenced by the newspaper-story genre, a reporting of what, who, when, where, why and how). At some point, we will decide that we have enough information and will either stop reading the article or skim the remainder to be sure that we do not miss some surprisingly information part.

In other settings, typically academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension (Grabe,

2009). In these circumstances, a more critical set of goals must be established for an effective synthesis: the reader needs to remember points of comparison or opposition, assess the relative importance of the information, and construct a framework in which the information will be organized.

Finally, and most commonly in L1 settings, people read for general comprehension (whether for information or for pleasure). Here we might read a novel, a short story, a newspaper article, or a report of some type to understand the information in the text, to be entertained and/or to use the information for a particular purpose. The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

On a very basic level, it is clear that knowledge of any text topic is essential for successful comprehension regardless of the language of the text being processed. Without basic knowledge it would be impossible to even approximate a writer's intended message. However, the exact nature of the interaction is not clear Still consideration of background knowledge can not be ignored when attempting to understand ... reading comprehension (Hudson, 2007).

All of these ways of reading, and a few others, have to be accounted for in a full explanation of reading. We believe that reading purposes can be classified under seven main headings, while recognizing that these headings are heuristic and many variations could be proposed. Each purpose for reading is explained given below :

-) Reading to search for simple information
-) Reading to skim quickly
-) Reading to learn from texts
-) Reading to integrate information
-) Reading to write (or search for information needed for writing)
-) Reading to critique texts
-) Reading for general comprehension

2.1.5.1 Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. As an example, we usually search through a telephone directory to find key information, either an address or a phone number. In prose texts, we sometimes slow down to process the meaning of a sentence or a phrase in search of clues to indicate that we are at the right page, section or chapter. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.1.5.2 Reading to Learn from Texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

-) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
-) Recognize and build rhetorical frames that organize the information in the text.
-) Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

2.1.5.3 Reading to Integrate Information, Write and Critique Texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read to that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

2.1.5.4 Reading for General Comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. The term 'general' does not mean 'simple' or 'easy'. These assumptions are addressed in detail in the next two sections of this chapter. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

These abilities are often taken for granted by fluent readers because they usually occur automatically; that is, we make use of these abilities without giving them much thought if we are fluent readers. In L2 contexts, however, the difficulties that students have in becoming fluent readers of longer texts under time constraints reveal the complexities of reading for general comprehension. Because of its demands for processing efficiency, reading for general understanding may, at times, be even more difficult to master than reading to learn, an ability that is often assumed to be a more difficult extension of general comprehension abilities. This misperception is most likely due to the way in which reading comprehension and reading to learn are commonly tested in schools.

2.1.6 Reading as Receptive Skill

Every language has four language skills. These language skills are divided into two categories, receptive and productive skill based on 'the process they do. Similarly, the same language skills are divided as primary language skill and secondary language skill. Linguists have divided the language skills as active and passive too. As a whole reading is secondary, passive and receptive language skill.

Reading is secondary language skill because it is not necessary to learn to communicate a language. It means a language learner learns to listen and speak only then s/he learns to read and write. Reading is sometimes taken as optional skill. Linguists have divided the language skills as active and passive based on the physical movement of a person. Here reading is passive language skill as a person does not move any part of his/her body. Reading is receptive skill. While a person reads a text s/he receives information from the text. Receive means internalizing the facts, information and store it into person's memory power. It is a way of grasping information from graphic symbols i.e. letters. It is possible only when reading involves understanding. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language. Here, information means the content which is cognitive or intellectual, referential (i.e. factual), affective or emotional. Reading without understanding is just barking at the letters. Thus, reading involves the process of decoding and understanding the meaning of the written printed text.

2.1.7 Types of Reading

We read different kinds of texts for different purposes. Readers don't go through a text unless they have some purpose in mind. One can read different kinds of text for the sake of knowledge and pleasure. Based on the different factors like; pace/speed noise, attention and general purpose it can be categorized as different types.

Rivers (1968) and Harmer (2001) have categorized reading as intensive and extensive reading. Similarly, Grellet (1995, p.4) has categorized types of reading as :

- i. Skimming : quickly running one's eyes over a text to get the gist of it.
- ii. Scanning : quickly going through a text to find a particular piece of information.

- iii. Extensive reading : reading longer texts, usually for one's own pleasures. This is a fluently activity, mainly involving global understanding.
- iv. Intensive reading : reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

These types are briefly described below :

i. Skimming

Skimming is a type of speed reading in which a reader make a rapid survey of texts to grasp the general theme or central idea of the text being read. Skimming is making a rapid survey of text, passage, article and books to find out what they mainly consists of. It helps the learners understand simply to which a text is about, to locate facts, a comment on a particular subject or obtain main idea expressed in the text. Nuttall (2000, p.49) writes :

By skimming we mean glancing rapidly through a text to determine its gist for example in order to decide whether a research paper is relevant to our own work (not just to determine its field which we can find out by scanning) or to keep ourselves superficially informed about matter that aren't of great importance to us; much news paper reading is skimming.

While readers are skimming the text quickly they donot only get the gist of the text, but also know how the text is organized and what the writer has intended to inform the readers. Moreover, skimming involves mastering the skills of predicting, previewing and anticipation.

ii. Scanning

Scanning is a type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessity understanding the rest of the text or passage. About scanning, Nuttall (2000, p.49) writes :

By scanning, we mean glancing, rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with a particular plant disease).

Readers only let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information. Scanning in contrast to skimming is far more limited since it only means retrieving what information is relevant to our purpose, rejecting irrelevant information. For example: we go through a novel to find out when someone was killed, survey a newspaper to locate a particular advertisement or scan a phone directly to pick up a specific phone number.

iii. Intensive Reading

Intensive reading is detailed study of the text in the field of language study. In intensive reading students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension question. It is generally at slower speed, and requires a higher degree of understanding. According to Rivers (1968, p.22), "intensive reading is related to further progress in language learning under the teacher's guidance. It provides the elucidation of difficulties of structure, and for extension of areas of vocabulary." Similarly, Harmer (2001, p.283) says, "intensive reading is often teacher chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist, reading specific information, reading for detailed comprehension on reading for inference and attitude."

This type of reading encourages faster reading which in turn develops students reading habits. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence, patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning, students do not only get the literal meaning of the text but also extract the contextual meaning. So, the objective of intensive reading is linguistic rather than literal. It is a careful reading skill applied after we have skimmed the text first and got the general idea of the text.

iv. Extensive Reading

Extensive reading is reading in quantity and in order to gain a general understanding of what is said. It means students should have a general understanding of the text without necessarily understanding every word. It is just opposite of intensive reading and mainly done for pleasure and information in language teaching. Rivers (1968, p.229) writes, "Also known as independent reading, extensive reading is primarily

carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher."

Harmer (2001, p.283) also writes, "Intensive reading, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement." The main objective of extensive reading is to develop good reading habits, to build up confidence in language, to build up knowledge of vocabulary and structure and to encourage a liking for reading. Apart from these major types some other types of reading are discussed here in short.

Reading aloud is known as oral reading. It changes the graphic symbols into spoken form and also interprets them. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation, and rhythm. Moreover, it is aimed to enable the students to read with due expressions and to understand the meaning of the read words and sentences. The supreme objective of loud reading is to develop in the students a desire for silent reading. Generally it is useful for the beginner learners.

Silent reading is perceiving a written text in order to understand its content. It is considered to be the best kind of reading as the mind is fully engaged in this act. This kind of reading is required at the advanced level where students need a consolidation of all the language skills, vocabulary, structures etc. It facilitates the master of language and encourages the students the way to enjoy and recreate themselves, thus cultivating interest in many kinds of reading. It is especially useful for higher level of students.

Rapid reading is known as speed or faster reading. Rapid reading consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. It develops students' reading speed and the readers can accumulate a lot of information. Rapid reading is always silent because reading aloud always checks speed of reading.

In this research the researcher is going to test the skills of scanning, skimming, deducing the meaning and use of unfamiliar lexical items, understanding the explicit and implicit information of the text and intensive reading.

2.1.8 Strategies of Reading Comprehension

The researchers would define fluent reading, like to comment on two terms commonly used to describe the activity of reading: skills and strategies. For us, skills represent linguistic processing abilities that are relatively automatic in their use and their combinations (e.g. word recognition, syntactic processing). In most educational psychology discussions of skills, they are seen as general learning outcomes of goal-driven tasks, acquired gradually and eventually automatized. Strategies are often defined as a set of abilities under conscious control of the reader, though this common definition is not likely to be entirely true. In fact, many abilities that are commonly identified as strategies are relatively automatic in their use by fluent readers (e.g. skipping an unknown word while reading, rereading to re-establish text meaning). Thus, the distinction between skills and strategies is not entirely clear precisely because of the very nature of reading. To be complete, the term reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration. The term abilities is used as a general term that covers comprehension skills, strategies and knowledge resources available to the reader.

For example, in a number of cases, skills may have been learned as strategies but have become thoroughly automatized (e.g. mentally summarizing a newspaper story to tell a friend). Nonetheless, 'strategies' is still an important concept for reading abilities. Strategies, for definitional purposes, are best defined as abilities that are potentially open to conscious reflection, and reflect a reader's intention to address a problem or a specific goal while reading. Here are some reading strategies points are given below :

-) Specifying a purpose for reading
-) Planning what to do/what steps to take
-) Previewing the text
-) Predicting the contents of the text or section of text
-) Checking predictions
-) Posing questions about the text
-) Finding answers to posed questions

-) Connecting text to background knowledge
-) Summarizing information
-) Making inferences
-) Connecting one part of the text to another
-) Paying attention to text structure
-) Rereading
-) Guessing the meaning of a new word from context
-) Using discourse markers to see relationships
-) Checking comprehension
-) Identifying difficulties
-) Taking steps to repair faulty comprehension
-) Critiquing the author
-) Critiquing the text
-) Judging how well purposes for reading were met
-) Reflecting on what has been learned from the text.

2.1.9 Testing Reading Comprehension

Yadav (2011) defines “Testing is considered a way to systematically measure a person’s ability or knowledge.” Language testing as a methodology for probing and investigating language ability has come from a long and honorable tradition of practical teaching and learning need. Testing reading comprehension as one of the receptive language skill is essential part of language teaching and learning activity. It can be tested using different activities such as, question answer, matching item, true false item, synonym, and antonym.

Testing reading comprehension refers to a test of learner’s capability to understand a text and do the activities that follows. Sometimes learners have to write summary of the text, some time re-arrange the sentences as appeared in the text and other activities as mentioned above. While doing the activities reader uses different types of reading techniques. A teacher tests learner’s reading ability using seen and unseen texts.

Reading text is administered according to the level of students. A learner's reading comprehension ability is tested using the following test type :

i. Fill in the Blanks Space

This test is an objective type of test. The students have to write a word/phrase in the middle of a sentence in order to complete the meaning of the sentence. While writing a word/phrase students must select appropriate word/phrase from the text. The most important word/phrase is omitted from the sentence and asked to fill in the blank space with suitable word/phrase. Giving blank space in the beginning or at the end of a sentence is taken as an error of question-setter for this test type.

ii. True/False Test Item

This test format is familiar for all the teachers and students. Each reading texts is followed with true/false activities that will intend to check the students' comprehension of a text. The students will be offered a set of statements some of which are true and some are false. They usually should be written true or false after the end of these sentences. Sometimes students might employ guessing strategies too to answer this type of test. It is very easy to answer for the students and check for the teachers.

iii. Matching Item

Another type of test item is matching item in which testes have to match a word/phrase in column 'A' with column 'B'. Column 'A' may contain words in serial and column 'B' contain their meaning or opposite meaning. In this type of test students have to match the word/phrase with their meaning or opposite meaning. This is a vocabulary test item. Generally column 'B' contains one more word/phrase than column 'A' in this test item.

iv. Synonym/Antonym

Finding out a synonym or an antonym word from the given text is a vocabulary test too. A good knowledge of English vocabulary is needed for this test item. Words are given as a question and students are instructed to find out similar or opposite word for the given word from the above text. This type of test needs categorization power of the students. The students have to find verb for verb, noun for noun, adjective for

adjective and adverb for adverb word as their answer. Students have less chance to guess correct word in this test type.

v. Question Answer

A further format is question answer format. It has a variety of questions to cover a broader field of the students' knowledge and certainly it will require a great work from teacher. The students while writing answer sometimes they copy the whole sentence. This type of test needs full comprehension of the text. Behind this they should know how to answer the questions correctly.

vi. Re-arrange the Sentences in Correct Order

Re-arrange or re-write the sentences in correct order or write the following sentences in correct order as appeared in the text are common instruction to this type of test. Students write the sentences in chronological order as the sentences appeared in the text as their answer for this type of test. More than three sentences are given in jumbled order as a question for this test. All the sentences are correct but the sentences might be from the text or summary of two or three sentences.

2.2 Review of Related Empirical Literature

Empirical literature is the existing evidence and proof of the research carried out under different universities. Several researchers have been carried out in different linguistic field. It expands the knowledge and acquaints of the researcher with the available literature in the area of study. A large number of research studies in the department of English Education have been carried out on reading comprehension and some of them are reviewed for my research are as follows :

Siwakoti (1996) carried out research on “An analysis of reading proficiency of the secondary level students of Jhapa district.” The aim of the study was to investigate the proficiency level of secondary level students. Researcher used questionnaire and written test as his data collection too. He conducted a survey research with sample of 72 students from government school and only 23 students from private school. He concluded as his findings that private school students have better performance because they were provided more exposure from the early stage of learning.

Pokharel (2007) conducted research on “A study on reading comprehension ability in the English.” The objectives of the research was to find out the level of reading comprehension ability of Nepalese students. He used survey method to carry out the research. He had taken 57 students as sample population from grade nine of Kavreplanchok district. His research tool was test item. He found that students did better in seen text than unseen text.

Similarly, Koirala (2008) carried out research entitled "A Study on Reading Comprehension of Poetry and Short Story." The objective of the research was to find out Reading Comprehension Ability (RCA) of grade 12 students in poetry and short story. He had used survey research among the students of RatnaRajyaLaxmi School, Baneshwor. He used four types of test among 60 students and found that the students have better Comprehension Ability (CA) in poetry than in short story. He also found that students have better comprehension ability in seen text than in unseen.

Adhikari (2009) also conducted a research on “Reading comprehension ability of the Tharu students.” The main objective of his research was to find out the reading comprehension ability of Tharu students. The population of his study were 45 Tharu students. In his study, the methodology was based on survey research design and collected the data by using questionnaire. He found that Tharu students are poor in Reading Comprehension Ability (RCA) in unseen text rather than in seen text.

Nepal (2011) entitled “Reading comprehension ability of Danuwar students.” His research aims was to find out reading comprehension ability of Danuwar students. The population of his study were 67 students from grade X in Jhapa district. He used survey research design for his study and collected the data by using questionnaire of seen and unseen text. The researcher found that the average comprehension level in seen texts was 62.19 percent and in unseen texts 46.75 percent.

Khadka (2012) carried out research on “Developing reading through extensive reading.” The objective of the research was to find out the effectiveness of extensive reading in developing reading comprehension. Khadka had sampled over 67 students at secondary level from Gaurinshankar Higher Secondary School and Halleshwor Higher Secondary School, Dolakha. She had used the experimental research design. The researcher used questionnaire and test item as her research tool. She found that;

extensive reading was weaker in developing reading comprehension to the secondary level students. She came up with the finding that a range of strategies can be used for the secondary level students to enhance reading comprehension.

All these researchers provided me different ideas; so, I review of these researchers helped me to make my research systematic, relevant.

2.3 Implications of the Review for the Study

Through the intensive study on theoretical and empirical literature I got clear direction to conduct the research. I have reviewed altogether six other thesis reading 'Reading Comprehension Ability.' The review of related literature made me feel need to carry out the research on this field. They also helped me to recapitulate my courage and enthusiasm.

From the reviewed work of Siwakoti (1996). I learnt that the reading proficiency greatly depends on the exposure provided to them Khadka (2012) found that students do not read the text intensively, so teacher have to practice to reading very often. Pokharel(2007) concluded that students are better in seen text comprehension than in unseen text. From these reviewed literature I knew that students read only text book but they should be provided with other authentic materials.

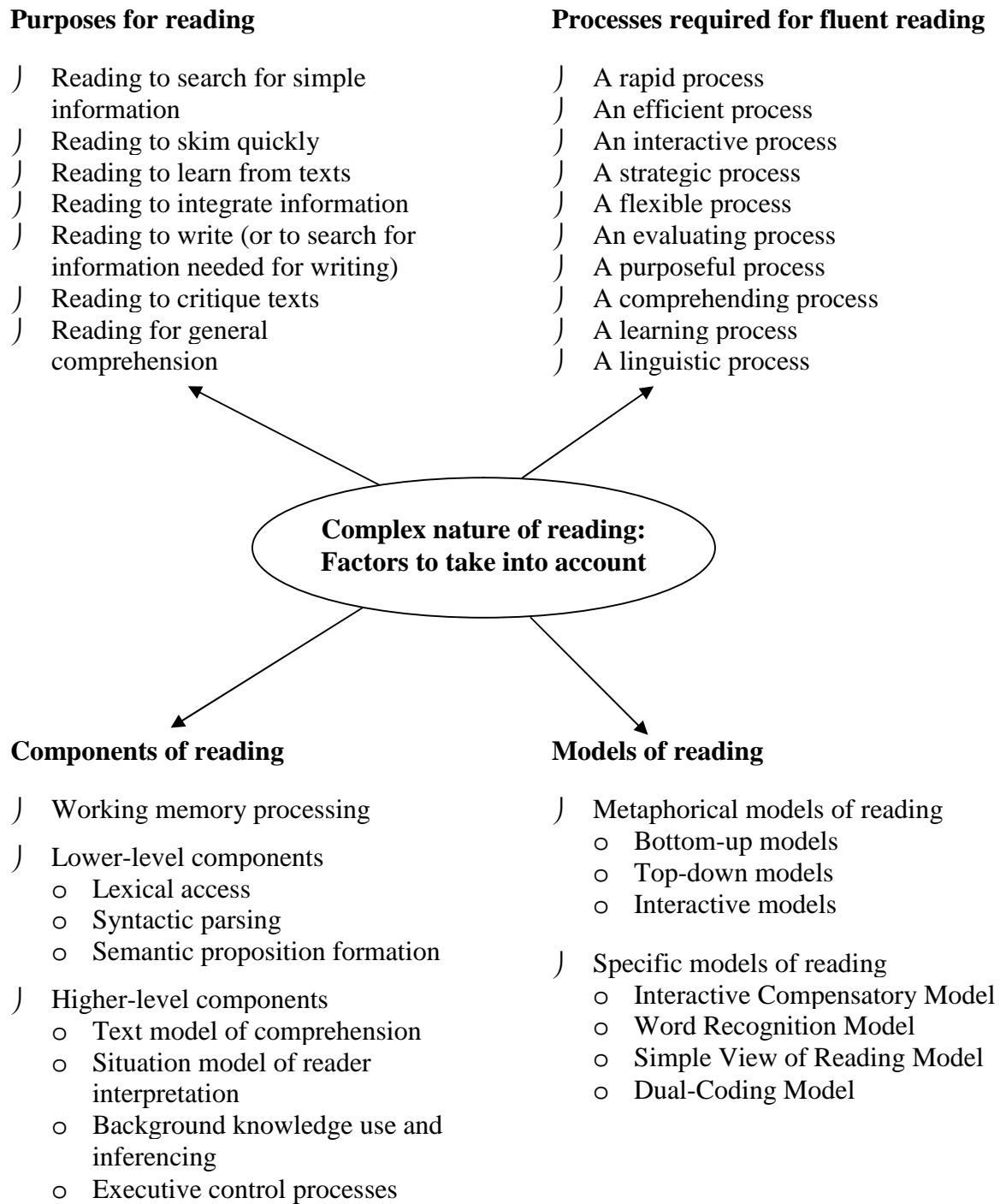
The other reviewed literature was Adhikari (2009) which taught me the necessity of research on marginalized ethnic group and its' reading comprehension ability. Likewise from Nepal (2011) I learnt that the students should be encouraged to read more body and use dictionary for developing the vocabulary power. Koirala (2008) argued that teaching reading comprehension strategies should be different from that is being used currently. From these reviewed literature, I learnt that the teachers' role should be as a facilitator, guide, participants and dynamic resource person for promoting reading skill.

After reviewing the literature I got of ideas regarding reading comprehension ability. I learnt some crucial guidelines and insights for my survey study. The research carried out by these all researchers are secondary source and basis of my research study.

2.4 Conceptual Framework

In this chapter, the researchers have outlined a view of reading that is well supported by current research in English L1 contexts and is compatible with L2 reading research of the past 20 years. Beginning with discussion of purposes for reading and our extended definition of reading comprehension, we have sought to describe current research views on reading comprehension while also providing explanations that have real implications for instructional contexts. We have also developed an account that focuses on individual reader processing. This emphasis on individual processes is not intended to deny the relevance of social factors on reading development (e.g. family literacy experiences, social group experiences, primary schooling, peer and sibling interaction around literacy events; Grabe, 2009) or the relevance of social contexts on purpose and processes themselves. Rather, our intention is to highlight information that is not well known among reading teachers, and raise awareness of issues that curriculum planners and teachers should consider if reading instruction is to be appropriate for student needs and institutional expectations. The researchers view of reading, as summarized in figure 1, reveals the complex nature of reading and the many factors that must be taken into account when assessing students' needs and planning meaningful reading instruction.

Figure 1 : Conceptual Framework



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

The research adopted the following methodological procedures to accomplish the objectives of the study.

3.1 Design and Method of the Study

Research is the way of finding our answers to our questions. It is an intensive study of something to discover new facts. Generally, it is a movement from known facts to unknown facts. Research is the way which takes us in the depth of reality and its established norms are verified with the scientific study of observation. It is not an easy job because of its complexity for the discovery which is possible only after the intensive study. Thus, research is the scientific eye to see the fact. While research is solely objective and systematic in which the data will be tested as a pure science does. For this study I used survey research design. To find out the reading comprehension ability of the Tharu students, I followed survey research design.

Survey research is the most popular design of research in social sciences including in the field of education. According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigations to small scale studies carried out by a single researcher." Bryman (1989) states, "Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to differentiate patterns of association." The purpose of survey research is generally to obtain a snapshot of conditions, attitudes and events at a single point of time. Similarly, Cohen et al. (1985) assert that survey research in which the researcher gathers data at a particular point in time especially to describe the nature of an existing situation or to identify more standard ones against the existing situation. Likewise, Nunan (2010, p.140) states, "Surveys are widely used for gathering data in most areas of social inquiry from politics to sociology from education to linguistics."

Cohen et al. (2010, p.209) have identified thirteen steps of surveys research. According to Cohen et al. the first step of survey research is defining the objectives of the research. Then the researcher selects the kind of survey to obtain his/her objectives. The researcher may have some hypothesis upon the research title. Based on these hypothesis, the researcher formulates research question to achieve his objectives. After that, researcher decides the issues on which to focus. Similarly, s/he decides the information that is needed to address the issues. Furthermore, s/he goes on deciding the sampling population that s/he requires and the instrument and required materials. The eighth step of survey research is generation of the data collection instrument. This is a crucial process of survey research design. The generated data collection instruments will be provided to the sampling population but researcher should decide how the data will be collected ? It means s/he has to decide the process of data collection technique on this step. The answer of data collection instrument is data for the research. The collected data will be the basis for his/her research. The data is collected from the sampling population of the study area/field. The collected data will be analyzed and result will be presented as a summary and conclusion of the research. Then a report will submitted to the concerned institute.

This study is survey type of research because of the following reasons.

-) This study will be carried out to know the RCA of the Tharu students.
-) This study represented the Dang district.
-) Sample population is carried out from X Tharu students.
-) Data is collected from sample population.

3.2 Population, Sample and Sampling Strategy

The sampling population for the study was the grade X Tharu students of Dang district. Altogether 60 Tharu students from 5 different schools were the sample of the study. I selected 12 Tharu students from each school from Dang district. I adopted purposive non-random sampling procedure to select the sample of the study.

3.3 Study Area/Field

The study area of the research was Dang district particularly, the study area consisted of Rapti Secondary School, Padmodaya Public Higher Secondary School, Siddhartha Academy Secondary School, MahendraMavi School, Janjyoti Secondary School.

3.4 Data Collection Tools and Techniques

I used questionnaire tools to collect the data for this study. I made two types of reading texts (seen and unseen) which were followed by varieties of questions such as; writing synonyms, true/false, fill in the blanks, re-arranging and short answer questions. So, this test items were the tool for the research. The test item were prepared on the basic of X.

3.6 Data Collection Procedures

After the determination of the research objectives. I made research question to fulfill my objectives. As I have implied survey research. I selected seen and unseen types of text to collect the data. In order to collect the data, I visited 5 different schools of Dang district. After visiting the Tharu students of grade X. I distributed the test item to the sampled students. Then I took another test to the same students for an unseen text. Test was the tool for collecting data. I administered test to 60 Tharu students of grade X from five different schools.

3.7 Data Analysis and Interpretation Procedure

This research study is quantitative by using table analyzed and interpreted using statistical tools such as average and percentage.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consisted of analysis of data and interpretation of result and summary of findings.

4.1 Analysis of Data and Interpretation of the Result

The data have been presented, analyzed and interpreted under this topic. The data were collected with the use of test item, consisting of different sets of questions under seen and unseen texts. The questions were constructed being based on the objectives of the study. The data were collected from 60 Tharu students of grade X studying in 5 different schools of Dang district.

I arranged the data thematically into 3 groups to meet objectives of the study. The collected data are analyzed, interpreted and discussed under the three main headings :

-) Overall reading comprehension ability of the Tharu students.
-) Reading comprehension ability of the Tharu students in seen and unseen texts.
-) Gender-wise reading comprehension ability of the Tharu students.

The participants were asked to read seen text and unseen texts and find out synonyms, True/False, fill in the blanks, correct order and short answer question. The data collected from the test have been presented through the help of tables. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done using both average and percentage according to the following levels of performance.

0 to 40 percent - Low,

40 to 60 percent - Satisfactory

60 to 80 percent - Good

80 to above - Excellent

4.1.1 Reading Comprehension Ability (RCA) of the Total Students

The overall RCA of the Tharu students of all selected schools have been analyzed and interpreted in detail. Using average and percentile calculations in reading seen and unseen texts in this heading. The following table shows the overall RCA of the students in the seen and the unseen reading texts.

Table 1
Overall RCA of Students

Number of the students	Marks obtained in seen text		Marks obtained in unseen text		Total ability	
	Average	Percentage	Average	Percentage	Average	Percentage
60	21.93	73.1	19.09	63.65	41.03	68.38

The table shows that in total average RCA of the Tharu students from 5 different schools of Dang district. The students obtained 41.03 average marks out of 60 full marks i.e., 68.38 percent of the full marks, in the seen and the unseen reading texts. The average score obtained in the seen reading text by the students was 73.1 percent which seemed to be good but the average score obtained by the students in the unseen text was 63.65 percent which was satisfactory only. The students showed better performance in the 'seen reading text' than in the 'unseen reading text'.

4.1.2 School Wise RCA of the Students

There were five schools involved in the research. The RCA of the students of each school was analyzed and interpreted as follows :

4.1.2.1 RCA of the students of Rapti Secondary School (RSBS)

In this heading the RCA of RSBS has been analyzed and interpreted in detail.

Table 2
Overall RCA of RSBS

S.N.	Variables	Average Score			Percentage		
		Seen text	Unseen text	Total	Seen text	Unseen text	Total
		(F.M. 30)	(F.M. 30)	F.M. 60	(F.M. 30)	(F.M. 30)	F.M. 60
1	Girls	25	18.83	43.83	83.33	62.76	73.05
2	Boys	21.67	17.67	39.34	72.23	58.9	65.56
3	As a whole RCA	23.33	18.25	41.58	77.76	60.83	69.3

The table shows the RCA of the Tharu students of Rapti Secondary Boarding School, Ghorahi, Dang. The students obtained 41.58 average marks out of 60 full marks, i.e. 69.3% of the full marks in the test. Thus their overall RCA was found to be 69.3%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the (23.33 out of 30) than in the unseen text (18.25 out of 30) which is 77.76% of the marks in seen text and 60.83% of the marks in unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the girls and boys), the girls were found to be better in the both seen and the unseen texts than the boys. The girls obtained 73.05% while the boys obtained 65.56% of the full mark.

The girls (73.05%) scored above the average percentage of the school (69.03%) where as the boys (65.56%) scored below the average.

4.1.2.2 RCA of the students of Padmodaya Public Model Higher Secondary School (P.P.M.H.S.S.)

In this heading the RCA of P.P.M.H.S.S. has been analyzed and interpreted in details.

Table 3
Overall RCA of P.P.M.H.S.S

S.N.	Variables	Average Score			Percentage		
		Seen text	Unseen text	Total	Seen text	Unseen text	Total
		(F.M. 30)	(F.M. 30)	F.M. 60	(F.M. 30)	(F.M. 30)	F.M. 60
1	Girls	22.5	21.33	43.83	75	71.1	73.05
2	Boys	21.5	19.5	41	71.67	65	68.33
3	As a whole RCA	22	20.41	42.41	73.33	68.03	70.68

The above table reveals that the information of RCA of the Tharu students of P.P.M.H.S.S., Ghorahi, Dang. The students obtained 42.41 average marks out of 60 full marks, i.e. 70.68% of the full marks in the test. Thus their overall RCA was found to be 70.68%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (22 of 30) than in the unseen text (20.41 out of 30) which was 73.33% of the marks in the seen text and 68.03% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the girls and the boys) the girls were found to be better in the seen text and unseen text than the boys. The girls obtained 73.05% and the boys obtained 68.33% of the full marks.

The percentage of the girls (73.05%) was above the average percentage of the school (70.68%) where as the percentage of the boys (68.33%) was below the average.

4.1.2.3 RCA of the students of Siddhartha Academy Higher Secondary School (SAHSS)

Under this heading the RCA of SAHSS has been analyzed and interpreted in detail.

Table 4
Overall RCA of SAHSS

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	Girls	25.67	24.5	50.17	85.57	81.67	83.61
2	Boys	22.5	21.33	43.83	75	71.1	73.05
3	As a whole RCA	24.08	22.91	47	80.26	76.36	78.33

The table shows the RCA and the Tharu students of SAHSS, Dang, Ghorahi. The students obtained 47 average marks out of 60 full marks, i.e., 78.33% of the full marks in the test. Thus their overall RCA was found to be 78.33% while analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen texts (24.08 out of 30) than in the unseen text (22.91 out of 30) which was 80.26% of the marks in the seen text and 76.36% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the girls and boys), the girls were found to be better in the seen text than the boys but their ability in the unseen text and unseen texts are different from one to each other. The girls 83.61% and the boys obtained 73.0% of the full mark.

The percentage of the girls (83.61%) was above the average percentage of the school (78.33%) whereas the percentage of the boys (73.05%) was below the average.

4.1.2.4 RCA of the students of Janjoti Secondary School (JSS)

This heading deals with the RCA of JSS and it has been analyzed and interpreted in detail.

Table 5
Overall RCA of JSS

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	Girls	20.67	19.33	40	68.9	64.43	66.67
2	Boys	19.67	18.67	38.34	65.57	62.23	63.9
3	As a whole RCA	20.17	19	39.17	67.23	63.33	65.28

The table shows the RCA of the Tharu students of Janjoti Secondary School, Bela, Dang. The students obtained 39.17 average marks out of 60 full marks, i.e., 65.28% of the full marks in the test. Thus their overall RCA was found to be 65.28%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (20.17 out of 30) than in the unseen text (19 out of 30) which was 67.23% of the marks in the seen text and 63.33% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables, the girls were found to be better in both the seen and the unseen texts than the boys. The girls obtained (66.67%) was above the average percentage of the school (65.28%) whereas the percentage of the boys (63.9%) was below average.

4.1.2.5 RCA of the students of MahendraMaviDharna School (MMDS)

Under this heading the RCA of MMDS has been analyzed and interpreted in detail.

Table 6
Overall RCA of MMDS

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	Girls	23.83	15.16	38.99	79.43	50.53	64.98
2	Boys	16.33	14.67	31	54.43	48.9	51.67
3	As a whole RCA	20.08	14.91	34.99	66.93	49.7	58.31

The above table shows the RCA of the Tharu students of MMDS, Dang, Dharna. The students obtained 34.99 average marks out of 60 full marks, i.e., 58.31% of the full marks in the test. Thus their overall RCA was found to be 58.31%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (20.08 out of 30) than in the unseen text (14.91 out of 30) which was 66.93% of the marks in the seen text and 49.7% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables, the girls were found to be better in the seen and unseen text. The girls obtained 64.98% and the boys obtained 51.67% of the full mark. The girls (64.98%) scored above the average percentage of the school (58.31%) where as the boys (51.67%) scored below the average.

4.1.3 School Wise Comparison of RCA

In this heading, the total RCA of different five schools has been compared and analyzed.

Table 7
Comparison of RCA of All Schools

S.N.		Mark obtained (F.M. 60)	
		Average	Percentage
1	RSBS	41.58	69.3
2	P.P.M.H.S.S	42.41	70.68
3	SAHSS	47	78.33
4	JSS	39.17	65.28
5	MMDS	34.99	58.31
6	As a whole of RCA	41.03	68.38

The above mentioned table shows the RCA of each school. According to it, the students of SAHSS secured the highest percentage (78.33%) and the students of MMDS secured the lowest percentage (58.31). The order of schools in terms of their RCA from highest to lowest was found to be SAHSS, PPMHSS, RSBS, JSS and MMDS.

While comparing the RCA of each school with the overall RCA, it showed that students of RSBS, PPMHSS, SAHSS secured above the overall RCA percentage (68.38%) and the students of JSS and MMDS secured below the total RCA percentage.

4.1.4 Sex-wise RCA of the Students

Under this heading, the overall reading comprehension ability of the students have been analyzed and interpreted in terms of sex variable i.e., girls and boys in details.

4.1.5 RCA of the Girls

The total RCA of girls from all five schools has been analyzed and interpreted below.

Table 8
Overall RCA of Girls

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	RSBS	25	18.83	43.83	83.33	62.76	73.05
2	PPMHSS	22.5	21.33	43.83	75	71.1	73.05
3	SAHSS	25.67	24.5	50.17	85.57	81.67	83.61
4	JSS	20.67	19.33	40	68.9	64.43	66.67
5	MMDS	23.83	15.16	38.99	79.43	50.53	64.98
6	As a whole RCA	23.53	19.83	43.36	78.44	66.09	72.27

The table shows the RCA of all the girls (30 Tharu students) of all five schools of Dang district. The girls obtained 43.36 average marks out of 60 full marks, i.e., 72.27% of the full marks in the test. Their overall RCA was found to be 72.27%.

While analyzing their RCA according to be texts, the girls obtained better marks in the seen text than in the unseen text. They obtained 78.44% of the marks in the seen text whereas they obtained 66.09% marks in the unseen text.

In the analysis of marks obtained by the girls as authored in terms of school variable, the girls of all five schools involved in the research were found to have scored better in the seen text than in the unseen text.

The percentage obtained by the girls of RSBS (73.05%), PPMHSS (73.05%) and SAHSS (83.61%) was above the average percentage of the girls as a whole (72.27%) where as the percentage obtained by the girls of JSS (66.67%) and MMDS (64.98%) was below the average.

4.1.6 RCA of the Boys

The total RCA of boys from all five schools has been analyzed and interpreted below:

Table 9
Overall RCA of Boys

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	RSBS	21.67	17.67	39.34	72.23	58.9	65.56
2	PPMHSS	21.5	19.5	41	71.67	65	68.33
3	SAHSS	22.5	21.33	43.83	75	71.1	73.05
4	JSS	19.67	18.67	38.34	65.57	62.23	63.9
5	MMDS	16.33	14.67	31	54.43	48.9	51.67
6	As a whole RCA	20.33	18.36	38.70	67.78	61.22	64.50

The above mentioned table reveals the RCA of all the girls (30 Tharu students) of all five schools of Dang district. The girls obtained 38.70 average marks out of 60 full marks, i.e., 64.50% of the full marks in the test. Their overall RCA was found to be 64.50%.

While analyzing their RCA according to the texts, the boys obtained better marks in the seen text than in the unseen text. They obtained 67.78% of the marks in the seen text whereas they obtained 61.22% marks in the unseen text.

In the analysis of marks obtained by the boys as a whole in terms of school variable, the boys of all five school involved in the research were found to score better in the seen text than in the unseen text.

The percentage obtained by the boys of RSBS (65.56%), PPMHSS (68.33%) and SAHSS (73.05%) was above the average percentage of the boys as a whole (64.50%) whereas the percentage obtained by the boys of JSS (63.9%) and MMDS (51.67%) was below the average.

4.1.7 Sex-wise Comparison of RCA as a Whole

This heading deals with the total RCA of the students in terms of sex viz. girls and boys and analyzed and interpreted below :

Table 10
Comparison of RCA of Girls and Boys

S.N.	Variables	Average Score			Percentage		
		Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60	Seen text (F.M. 30)	Unseen text (F.M. 30)	Total F.M. 60
1	Girls	23.53	19.83	43.36	78.44	66.09	72.27
2	Boys	20.33	18.36	38.70	67.78	61.22	64.50

The table shows the comparison of marks obtained by the students of different sexes. The overall comparison of marks obtained by the girls and the boys showed that the girls (72.27%) secured nearly eight percent more than the boys (64.50%) and this result was not identical in all the schools, in some school the distance was near whereas in some schools, they had wider distance between the girls and the boys in RCA.

4.1.8 Text-wise Comparison of RCA

The comparison of RCA of the total students in terms of text viz. seen and unseen have been analyzed and interpreted below :

Table 11
Overall RCA in terms of Texts

S.N.	Variables	Average Score			Percentage		
		Girls	Boys	Total	Girls	Boys	Total
1	Seen Text (F.M. 30)	23.53	20.33	43.86	78.44	67.78	73.1
2	Unseen Text (F.M. 30)	19.83	18.36	38.19	66.09	61.22	63.65

The table shows the comparison of marks obtained by the students in different two texts, viz. the seen and the unseen text. The overall comparison of the marks showed that the students obtained higher marks in the seen text (71.3%) than in the unseen text (63.65%).

4.1.9 Summary of Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpretation of the data the major findings of the study have been summarized in below three sections.

A. The Finding Related to the Tharu Students' Overall Reading Comprehension Ability in English

-) It was found that the Tharu students' overall reading comprehension was 'average' (41.03 out of 60) on the basis of grade X.
-) Tharu students reading comprehension ability was better in seen texts in comparison to unseen texts.
-) It was found that the students' reading comprehension abilities are different from one another as the percentile was 68.38%.
-) Tharu students are better in reading comprehension than the Tharu boys.

B. Finding Related to the Tharu Students' Item-wise Reading Comprehension Ability in English

-) In context of seen passages, it was found that the students scored the highest average mark in 'True/False item of question' whereas they achieved the lowest mark in similar meaning.
-) In unseen passages, too, it was found that the students had the better performance in 'True/False item of question', whereas they had poor performance in 'Answering the questions.'
-) It was found that the students achieved the lowest mark in similar meaning in seen passages but 'Answering the questions' in the unseen passages.

C. The Findings Related to the Reading Comprehension Ability of the Tharu Students in Seen and Unseen Texts

-) The average marks of the students' in seen passage is 43.86 out of 60 full marks and 73.1% as the percentile in the seen texts.
-) It was found that the students' reading comprehension are different from each other in seen passages.

-) The average marks of the students' in unseen passages is 38.19 out of 60 full marks which is satisfactory and 63.65% of the full marks.
-) It was found that the students' reading comprehension are different from each other in unseen passages.
- D. The Findings Related to the Tharu Students' Gender-wise Reading Comprehension Ability in English
 -) The average marks of the girls' is 43.36 out of 60 full marks which is satisfactory. However, as it is 72.27%.
 -) The average marks of the boys' is 38.70 out of 60 full marks and 64.50% as the percentile.
 -) In comparison to the girls' and boys' the girls were found to have more RCA in seen and unseen text.

CHAPTER- FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with conclusions and recommendations of the study.

5.1 Conclusion

The study was mainly concerned to find out the reading comprehension ability of Dang district in terms of seen and unseen test item. Tharu students feel difficult in reading English. There are some factors that affect in reading English language. Such as : poverty, environment, carelessness of government, racial discrimination, social discrimination, economic condition, illiterate, geographical structure, unemployment. Likewise, Dangaura dialect has greater number of verbal morphemes and Tharu adjectives has more but English has only one.

The data have been collected through the questionnaire with five different schools of Dang district. After analyzing and interpretation the data, I came to this conclusion that Tharu students really hard difficult to read and write English. They feel hesitation to speak English language. There is no connection between the native language and English that makes really difficult for learners to learn English language. English language is different from home language.

I looked the data with quantitative way. The total RCA of the Tharu students of grade X from five different school of Dang district was 68.38 percent which was good. The students were found to have more RCA in the seen text than in the unseen text with 73.1 percent and 63.35 respectively. In the comparative analysis of the results in terms of sex variable, the girls were found to have better RCA than the boys with 72.27 percent and 64.50 percent respectively. The girls were eight percent a head in RCA than the boys.

5.2 Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

5.2.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study.

-) The concerned office should provide adequate and regular workshops to teachers regarding reading comprehension.
-) The teachers should be directed for focusing on different techniques in developing the reading ability of the Tharu students who obtain below average marks.
-) Specially, reading comprehension focused activities must be included in the text book which may help the student who obtained below average marks.

5.2.2 Practice Level

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study :

-) The school administration should encourage the teachers for applying various strategies in developing reading comprehension of the student in English language classrooms.
-) The Tharu students should be involved in the English language learning process properly.
-) The teachers should focus on how to find out the answers in passages and write correct answers of the comprehension questions.
-) The teachers should also make the students aware of similar meaning and answer the questions of the text along with different writings based on the reading texts.
-) The teachers should facilitate the students properly how to re-order the sentences.
-) Awareness programs on importance of English language should be organized in Tharu communities.

-) The students should be encouraged to read different authentic materials such as newspaper, magazines etc. to develop their ability in unseen passages.

5.2.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study :

-) The researchers who are interested in this study area on policy of MOE and NCED about developing language ability of the students from different ethnic communities like Tharu.
-) The researchers can study on the reading comprehension ability of Basic Level and/or tertiary level students.
-) The researchers can study on reading comprehension ability of the Tharu students in comparison to achievement of the Brahmins and Kshetri in Nepalese context.
-) The researchers can study on comparison between reading comparison ability of the Tharu students and the students from any other ethnic community such as Newar ones.

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APPENDIX - I

TEST-ITEM

Dear students,

As a part of research, I am going to carry out a survey research regarding "Reading Comprehension Ability of the Tharu Students' under the Guidance of Prof. Dr. Tara DattaBhatta, Department Head, Department of Education, T.U. I would be grateful to you if you could kindly answer the following test item. All the answer collected through this test item will be used for the research purpose only and your identity will be kept highly confidential.

I owe you at great for taking you invaluable time and also for your kind co-operation.

Nira Chaudhary
(The Researcher)

APPENDIX II
READING COMPREHENSION TEST

Name :

Full Marks : 60

Class :

Time : 1 hour

Sex : Male/Female

School's name :

Text 'A'

Read the following passage and answer the questions that follow:

SurenMajhi sat on the sandy bank of the Sun Koshi river. He had been fishing all day but had caught nothing. He was tired and the twilight was changing into darkness. Suddenly, in the distance over the river, Suren saw a bright object. It might be a helicopter, he thought, probably going to Diktel, but there was no noise. It came closer, and took on the shape of a saucer. It landed on the bank of about 50 meter away.

Suren got up and walked to the object. One he had seen a film of a spaceship, probably this was one. It might have come from some other planet. As he went closer, a door opened and Suren was drawn into the vessel. He found himself in a room with what appeared to be a large number of control panels with flashing lights. He was frightened and almost jumped when he heard a voice saying, "Welcome to our spaceship, Suren. Don't be afraid. Sit down on the couch behind you."

"How do you know my name ? Suren asked.

"We are from another planet and we have been observing earth for served months. Our devices have recorded radio and television broadcasts, and we have learned to speak English, since it is the most widely used language. By using a long distance listening device we learnt your name and that you are the best student in your school."

1. Write the words from the above passage which have opposite meaning to the following words: 5

- a) brightness b) worst c) silence d) vanished e) dawn

.....

2. Write 'T' for true and 'F' for false. 5

- a) Suren was fishing and caught enough fish. []
b) It was the time of evening. []
c) The spaceship landed on the bank of the river with terrible noise. []
d) Suren flew on the spaceship. []
e) The people from another planet have been observing earth for several years. []

3. Complete the following sentences supplying suitable words from the text. 5

- a) Suren was fishing on the bank of
- b) The spaceship took on the shape of
- c) As he went closer, a door opened and he was
- d) They were from and have been earth for several months.

4. Put the following sentences in correct order. 5

- a) Suren went near the object. []
- b) He heard a voice saying, "Welcome to our spaceship, Suren." []
- c) Suren had been fishing all the day. []
- d) They knew that Suren was the best student in his school. []
- e) He was drawn into the vessel. []

5. Write short answers to the following questions. 10

- a) Where did the spaceship come from ?
.....
- b) When did he see a bright object ?
.....
- c) What made Suren think that it was not a helicopter ?
.....
- d) Why did they pick Suren up ?
.....
- e) How did they know Suren ?
.....

Text 'B'

Read the following text and answer the questions given below :

Computers are now part of our daily lives. They are widely used for business, administrative and educational purposes. People spend a lot of time with computers at home, in their offices and cyber cafes. Computers are more popular. And so, for good or bad. With the price of a small home computer now as low Rs.50, experts predict that before long all schools and business and most families in the richer parts of the world will own a computer of some kind. Among the general public, computers arouse strong feelings people either love them or hate them.

The computers- lovers talk about how useful computers can be in business, in education and in the home apart from all the games, you can do your accounts on them, learn languages from them, write letters on them, use them to control your central heating and in some places even do your shopping with them. Computers, they say, will also bring more leisure, as more and more unpleasant jobs are taken over by computerized robots.

The haters, on the other hand, argue that computers bring not leisure but unemployment. They worry, too, that people who spend all their time talking to computer will forget how to talk to each other. And anyway, they ask what's wrong with going shopping, using pens and papers and type writes, and learning languages in classroom with real teachers ? But their biggest fear is that computers may eventually take over from human beings altogether. And so the arguments continue. Have you decided which side you're on ? Modern world without computers cannot be imagined. However, we need to manipulate computers not the reverse.

1. Write the words from the above passage which have similar meaning to the following words. 5
 - a. imagine b. pleasant c. goodd. real e. bad
2. Write 'T' for true and 'F' for false statements. 5
 - a. Computers are more popular in administrative, business and education sector.
 - b. Computers donot arouse strong feelings.
 - c. People play the games by computer.
 - d. Most of the people donot spend their time with computer.
 - e. Modern world without computers cannot be imagined.

3. Complete the following sentences supplying suitable words from the text. 5
- Computers are now part of our _____ lives.
 - With the price of a small home computer now as low as Rs. _____
 - People can learn languages from _____
 - Computers bring not leisure but _____.
 - Have you _____ which side you're on ?
4. Put the following sentences in correct order. 5
- Modern world with out computers cannot be imagined.
 - Computers are widely used for business, administrative and education purpose.
 - Computers, people say, will also bring more leisure.
 - People spend a lot time with computers.
 - Most of the people will forget how to talk to each other.
5. Write short answers to the following questions. 10
- How do computers help in our daily lives ?
 - What more would you like to learn about computers ?
 - Write the strengths points of computer.
 - Write the weakness points of computer.
 - Write a letter to a newspaper saying how you feel about the growing use of computer, in our daily lives.

Appendix III

Table showing the number and type and questions

Type of test	Seen text		Unseen text	
A. Objective				
1. Vocabulary	5	5	5	5
2. True or false	5	5	5	5
3. Completion	5	5	5	5
4. Correct order	5	5	5	5
B. Subjective				
1. Short answer question	5	10	5	10
Total	25	30		30

School wise reading comprehension ability

1. Rapti Secondary Boarding School

F.M. : 60

S.N.	Name of the students	Marks in seen text (F.M. 30)	Marks in unseen text (F.M. 30)
1	Sikshya Chaudhary	26	22
2	Sirjana Chaudhary	25	22
3	Rohisha Chaudhary	26	20
4	Purnima Chaudhary	24	18
5	Sarita Chaudhary	24	16
6	Kirtika Chaudhary	25	15
7	Manish Chaudhary	24	21
8	Yuman Chaudhary	24	20
9	Aakash Chaudhary	22	18
10	Kiran Chaudhary	21	17
11	Himal Chaudhary	20	15
12	Nishan Chaudhary	19	15
	Total	280	219
	Average	23.33	18.25
	Percentage	77.76	60.83

1. Padmodaya Pubic Model Higher Secondary School

F.M. : 60

S.N.	Name of the students	Marks in seen text (F.M. 30)	Marks in unseen text (F.M. 30)
1	Shristi Chaudhary	26	22
2	Sarmila Chaudhary	24	20
3	Asha Chaudhary	22	20
4	Samikshya Chaudhary	20	22
5	Kabita Chaudhary	21	24
6	Laxmi Chaudhary	22	20
7	Sandeep Chaudhary	25	22
8	Sarun Chaudhary	26	20
9	Krishna Chaudhary	18	20
10	Ramesh Chaudhary	20	18
11	Sarup Chaudhary	20	17
12	Raj Chaudhary	20	20
	Total	264	245
	Average	22	20.41
	Percentage	73.33	68.03

3. Siddhartha Academy Higher Secondary School

F.M. : 60

S.N.	Name of the students	Marks in seen text (F.M. 30)	Marks in unseen text (F.M. 30)
1	Nita Chaudhary	24	26
2	Ankita Chaudhary	28	24
3	Samikshya Chaudhary	26	27
4	Aakirti Chaudhary	25	25
5	Anita Chaudhary	24	22
6	Anjali Chaudhary	27	23
7	Sandesh Chaudhary	25	24
8	Keshav Chaudhary	23	21
9	Ankit Chaudhary	24	22
10	Depen Chaudhary	20	20
11	Saroj Chaudhary	22	20
12	Binod Chaudhary	21	20
	Total	289	274
	Average	24.08	22.91
	Percentage	80.26	76.36

4. JanjotiSecondary School

F.M. : 60

S.N.	Name of the students	Marks in seen text (F.M. 30)	Marks in unseen text (F.M. 30)
1	BasantiChaudhary	22	21
2	SaraswatiChaudhary	20	20
3	LaxmiChaudhary	21	20
4	AashaChaudhary	19	19
5	SarmilaChaudhary	20	18
6	DeepaChaudhary	22	18
7	SasankChaudhary	21	21
8	Prakash Chaudhary	19	18
9	KiranChaudhary	20	17
10	Ramesh Chaudhary	20	17
11	ShambhuChaudhary	18	19
12	Santosh Chaudhary	20	20
	Total	242	228
	Average	20.16	19
	Percentage	67.22	63.33

5. MahendraMaviDharnaSchool

S.N.	Name of the students	Marks in seen text	Marks in unseen text
1	Rita Chaudhary	26	19
2	Gita Chaudhary	21	15
3	SaritaChaudhary	25	17
4	SimaChaudhary	20	16
5	KalpanaChaudhary	24	11
6	Shanti Chaudhary	27	13
7	BinodChaudhary	16	14
8	Devi Ram Chaudhary	16	12
9	ParkashChaudhary	20	13
10	SurochauChaudhary	14	17
11	SharadChaudhary	14	19
12	Ashok Chaudhary	18	13
	Total	241	179
	Average	20.08	14.91
	Percentage	66.94	49.72

Marks obtained by the students in various items of the test

S.N.	Name of the students	Seen text (F.M. 30)						Unseen text (F.M. 30)					
		Voc	T/F	C	Co	SQ	T	Voc	T/F	C	Co	SQ	T
1	Sikshya Chaudhary	5	5	5	4	7	26	5	5	5	5	2	22
2	Sirjana Chaudhary	5	5	5	5	5	25	5	5	5	5	2	22
3	Rohisha Chaudhary	5	4	5	5	7	26	5	4	5	4	2	20
4	Purnima Chaudhary	5	5	5	5	4	24	3	3	3	3	6	18
5	Sarita Chaudhary	4	5	5	5	5	24	3	3	3	3	4	16
6	Kirtika Chaudhary	5	5	5	5	5	25	4	4	4	2	1	15
7	Manish Chaudhary	5	4	5	5	5	24	5	5	5	4	2	21
8	Yuman Chaudhary	4	5	5	5	5	24	4	4	4	4	4	20
9	Aakash Chaudhary	5	5	5	5	2	22	4	4	4	3	3	18
10	Kiran Chaudhary	5	5	5	5	1	21	4	4	3	4	2	17
11	Himal Chaudhary	5	2	5	2	6	20	3	3	3	3	3	15
12	Nishan Chaudhary	4	2	4	2	7	19	3	3	3	3	3	15
13	Shristi Chaudhary	5	5	5	4	7	26	5	5	5	5	2	22
14	Sarmila Chaudhary	4	5	5	5	5	24	5	5	5	3	2	20
15	Asha Chaudhary	5	5	5	5	2	22	5	5	3	5	2	20
16	Samikshya Chaudhary	4	4	4	4	4	20	5	5	5	5	2	22
17	Kabita Chaudhary	4	4	4	5	4	21	4	5	5	5	5	24
18	Laxmi Chaudhary	5	5	5	5	2	22	4	4	4	4	4	20
19	Sandeep Chaudhary	5	5	5	5	5	25	5	5	5	5	2	22
20	Sarun Chaudhary	5	5	5	5	6	26	5	5	5	2	3	20
21	Krishna Chaudhary	1	2	5	5	5	18	5	5	5	2	3	20
22	Ramesh Chaudhary	4	4	4	4	4	20	5	5	5	1	2	18
23	Sarup Chaudhary	5	5	5	2	3	20	5	5	3	2	2	17
24	Raj Chaudhary	2	3	5	5	5	20	4	4	4	4	4	20
25	Nita Chaudhary	4	5	5	5	5	24	5	5	5	5	6	26
26	Ankita Chaudhary	5	5	5	5	8	28	5	4	5	5	5	24
27	Samikshya Chaudhary	5	5	5	4	7	26	5	5	5	5	7	27
28	Aakiriti Chaudhary	5	5	5	5	5	25	5	5	5	5	5	25
29	Anita Chaudhary	5	5	5	4	7	24	5	5	5	5	2	22
30	Anjali Chaudhary	5	5	5	4	8	27	5	5	5	5	3	23
31	Sandesh Chaudhary	5	5	5	5	5	25	5	5	5	5	7	24
32	Keshav Chaudhary	5	5	5	5	3	23	5	5	4	4	3	21

33	Ankit Chaudhary	4	3	4	5	8	24	4	3	4	5	6	22
34	Depen Chaudhary	4	5	5	5	1	20	5	4	5	3	3	20
35	Saroj Chaudhary	4	3	4	5	6	22	5	5	4	3	3	20
36	Binod Chaudhary	4	3	4	5	5	21	5	5	4	3	3	20
37	Baanti Chaudhary	4	3	4	5	6	22	4	4	4	3	6	21
38	Saraswati Chaudhary	4	5	5	5	1	20	4	3	3	5	5	20
39	Laxmi Chaudhary	4	3	4	5	5	21	4	3	3	5	5	20
40	Asha Chaudhary	4	3	5	5	2	19	2	4	5	3	5	19
41	Sarmila Chaudhary	4	5	5	5	1	20	3	4	3	3	5	18
42	Deepa Chaudhary	4	3	5	5	5	22	4	3	3	3	5	18
43	Sasank Chaudhary	4	3	4	5	5	21	4	4	3	5	5	21
44	Prakash Chaudhary	4	3	5	5	2	19	3	4	3	3	5	18
45	Kiran Chaudhary	4	5	5	5	1	20	2	3	4	2	6	17
46	Ramesh Chaudhary	4	5	5	3	3	20	3	2	4	2	6	17
47	Shambhu Chaudhary	4	3	5	5	1	18	2	4	5	3	5	19
48	Santosh Chaudhary	5	4	5	3	3	20	5	5	4	3	3	20
49	Rita Chaudhary	4	4	5	5	8	26	4	2	5	3	5	19
50	Gita Chaudhary	4	3	4	5	5	21	2	4	3	2	4	15
51	Sarita Chaudhary	4	4	4	5	8	25	2	3	4	2	6	17
52	Sima Chaudhary	4	5	5	5	1	20	3	5	3	2	3	16
53	Kalpna Chaudhary	4	2	5	5	8	24	3	2	2	3	1	11
54	Shanti Chaudhary	4	5	5	3	10	27	2	3	2	3	3	13
55	Binod Chaudhary	3	3	5	4	1	16	2	3	2	3	4	14
56	Devi Ram Chaudhary	3	3	5	4	1	16	3	2	2	3	2	12
57	Parkash Chaudhary	5	4	5	3	3	20	3	2	3	2	3	13
58	Surochan Chaudhary	2	3	2	3	4	14	3	2	4	2	6	17
59	Sharad Chaudhary	3	2	3	2	4	14	2	4	5	3	5	19
60	Ashok Chaudhary	3	4	3	3	5	18	2	3	2	3	3	13

Voc - Vocabulary

T/F - True/False

C - Completion

Co - Correction Order

SQ - Short answer Question

T - Total