

**RECREATIONAL READING HABIT AND READING ACHIEVEMENT  
OF BSED ENGLISH STUDENTS**

**College of Teacher Education  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol**

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RECREATIONAL READING HABIT AND READING ACHIEVEMENT OF BSED  
ENGLISH STUDENTS

A Thesis  
Presented to the Faculty of the  
College of Teacher Education  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol

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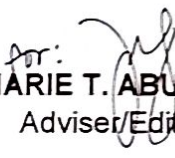
## APPROVAL SHEET


This thesis entitled **RECREATIONAL READING HABIT AND READING ACHIEVEMENT OF ENGLISH STUDENTS**, was prepared and submitted by Jean Monique L. Dordas, Roann F. Jaya and Rachell Estephan M. Solpot in partial fulfillment of the requirements for the degree Bachelor in Secondary Education Major in English has been examined and recommended for acceptance and approval for oral defense.

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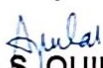
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## ABSTRACT

The main purpose of this study was to find out the relationship and difference between students' recreational reading habit and their reading achievement. This study specifically sought to answer what the students' recreational reading habit in terms of their primary reason why they read books, mode of book acquisition, preferred place for reading, type of books they read most, preferred language to read, recreational reading assessment, and their frequency of reading books. Moreover, the researchers would like to determine the students' comprehension test score. The subject of this study were the students enrolled in the first semester of Bachelor of Secondary Education major in English, School Year 2021-2022. The researchers used two sets of standardized survey questionnaires from the study, "Student Perceptions of Their Own Reading Achievement and the Motivational Factors Which Affect Achievement" by Chelsea Pierleoni (2012). Complete Enumeration is supposed to be employed on the students. However, because of the minimum responses, the researchers decided to accept the 91.6% of the 168 complete respondents. After analyzing and discussing the findings, the result reveals that there is no relationship between Bachelor of Secondary Education major in English students' recreational reading habit and reading achievement. Therefore, the null hypothesis was accepted. Without comprehension, students gain no meaning from what they read. So the researchers suggest for students to comprehend what they read in order to enhance their reading achievement and comprehension test score. The students need to be self-aware in recreational reading, because it can increase their reading score better and it will help them facilitate their reading achievement. The researcher suggests for further research on other aspects related to recreational reading habit. Another research will be conducted but with the basis of the student's academic performance instead of the students' recreational reading habit. Students' recreational reading habit points that they are more likely to develop their reading comprehension if they are motivated to strengthen their recreational reading habits. However, the students who engage more on recreational reading doesn't vary on their scores in the comprehension test. Understandably, even though students often read academic inclined books, read books online, prefer to read books at home, and spent more time in leisure reading, it doesn't mean that it would affect their comprehension test score. It couldn't crucially change their reading achievement. Nevertheless, recreational reading habit and reading achievement has no significant relationship, some factors of recreational reading habit can enhance the students' reading achievement. Therefore, the students can use it as a reference to increase their reading habit.

## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### Rationale

As a means of international communication, English has become increasingly vital. In order to compete in a global world, many people are attempting to comprehend everything in English. To attain that goal, there must be a motivating factor that pushes people to learn English, such as reading articles and documents published in the language.

Many sources of information are now written and published in English. There is little doubt that a student's ability to read in English as a foreign language is crucial to academic success. Reading is an important component of language learning at all levels. Reading activities can help students learn English by broadening their horizons in terms of knowledge, vocabulary, and information. English learners can learn about foreign language people's habits and culture through reading. When students wish to learn a language, they must first learn about the customs and culture of the people they are studying. Learning their customs and culture can assist students in quickly learning those foreign languages. For example, in order to acquire the language, the student can engage in reading activities. They employ reading material in this scenario.

"Reading is the ability to take meaning from the printed page and interpret this information appropriately," according to Grabe and Stolle 2011. It indicates that kids who do not have adequate reading skills would struggle to understand English texts.

Recreational reading is reading that a learner does for fun or at their own discretion. Students, on the other hand, have the freedom to choose what they want to read. For the purposes of this study, recreational reading refers to reading done outside of the classroom. Cohen (2005) posits that Recreational readers aged three to sixty-five give three reasons for reading for pleasure: first, to check reality; second, to escape; and third, to master specialized information skills. On the other hand, reading achievement is a broad phrase in education that refers to a variety of data about pupils' reading abilities. Readers can choose from a variety of long texts, including fiction, nonfiction, picture books, e-books, periodicals, social media, blogs, websites, newspapers, comic books, and graphic novels, among others. Leisure reading is a joyful activity for the reader, whether it is organically or socially driven.

This study looked into the reading habits of English language education students to a variety of entertaining reading activities that students can participate in at their leisure. It refers to a variety of enjoyable reading activities in which English students are free to engage in self-directed reading on a variety of topics. Laubach Litscape (2002) explains that recreational reading has cognitive effects as it improves skill and strategy, builds fluency and enlarges vocabulary.

This prompted the researchers to conduct a study that would determine the students' recreational reading habit and their reading achievement.

## **Literature Background**

Recreational reading is defined by Spiegel (2012) as "voluntary reading of self-selected items, either for information or pleasure." According to the foregoing statement,

the writer's goal was to limit the reading of books to those that were read solely for entertainment and required the exercise of imagination. Texts read for information were not allowed, but it should be noted that no student was barred from reading factual books during the study period. "The eventual goal of a recreational reading program is for pupils to like reading and seek it out as an activity," Spiegel (2012) continues.

When a person engages in the action of reading on a regular basis, it is considered a habit. Reading habits are frequently measured in terms of the volume of materials read, the frequency with which they are read, and the average time spent reading (Wagner, 2016), and this habit can be cultivated (Wijesuriya, 2016). The obvious gateway to the knowledge chamber is reading, which is a long-term habit that begins at a young age. It's possible to conceive of it as a technique that helps people become more creative while also improving their critical thinking skills. In this way, reading is a vital tool for the development of people' personalities and mental capacities. Reading provides access to social, economic, and civic life in addition to personal and mental development (Clark & Rudman, 2016). Furthermore, all reading patterns improve individuals' emotional pleasure in terms of emotional response.

Patterson and Proust (2014) indicates strong correlation between pleasure reading and academic excellence as noted in the following results: 1) voluntary readers are better readers and writers than non-readers; 2) children and teenagers who read for pleasure on a daily or weekly basis score better on reading tests than infrequent readers; and 3) frequent readers also score better on writing tests than non-readers or infrequent readers. Although there are some similarities between this study and the prior one, there are also some variances. The purpose of this study is to determine how much time English

language education students spend leisure reading and to discover if there is a correlation between the students' recreational reading habit and their reading achievement.

According to the National Reading Panel (2012), reading habits are important in the development of students' reading abilities, which ultimately, helps them to acquire a holistic education. Despite the significance of reading habits in developing ESL learners' proficiency within and outside the school environment, very few studies focused on how reading habits improves ESL learners' academic performance. (Lee & Wong, 2017).

Baba and Affendi (2012) reported that "students had an overall positive attitude towards academic and leisure reading" (p. 109). Nevertheless, Mansor (2016) pointed out that the government places great emphasis on examination success. This emphasis may cause students to read for examination purposes, and consequently, confine their reading to textbooks Muhamad et al. (2016). Additionally, the government's emphasis on examination results is reinforced by regular seminars on compulsory government examinations as well as the instructors' use of an exam-oriented teaching approach to complete the syllabus in time and prepare students for examinations (Azmi, 2017). While this kind of emphasis may help students understand the importance of examinations, it may also limit their potential to acquire other equally important skills such as reading and writing.

Furthermore, Bendriss et al. (2020) states that learners with positive reading habits are expected to achieve a high level of reading ability. Good readers, then, possess the ability to transfer information from reading materials to their minds. Thus, the success of reading habits depends on the amount of information obtained by readers. When students

develop positive reading habits, they are likely to transfer useful information from written materials to minds. Research evidenced from the Department of Education (2020) states that independent reading is the best predictor of reading achievement.

A study by Wigfield and Eccles (2008) as cited in Wigfield (2008) highlights the Theory of Motivation called Subjective Task Values. This theory states that different incentives cause students to do different tasks. Subjective task values include the interest value, utility value, and attainment value. This theory described the attitudes about reading that students feel, such as whether or not a student finds enjoyment in reading. The attitude the student has leads to the amount of motivation he/she has to participate in the activity, therefore affecting the amount of time he/she participates in the activity. These theorists found that the time reading and motivation for reading is grounded in the student's attitude towards reading. This is most appropriate for leisure reading, which is not enforced by anyone and must be a voluntary act one partakes in due to intrinsic motivational factors.

Moreover, as an educator, helping your students to develop successful reading strategies is one of the greatest gifts you can give them. Effective reading skills give your students practical ways to boost their confidence and reading enjoyment.

One reason as to why some students may have a positive attitude towards reading and be intrinsically motivated to spend a lot of time leisure reading could be the flow experience. The flow experience is when an individual loses all track of time and self because he/she is absorbed in an activity, such as book reading. (Csikszentmihalyi, 2015)

Section 2 of Republic Act No. 10556 also known as The Araw ng Pagbasa Act of 2013 states that the State recognizes and supports endeavors that promote reading and literacy, motivate awareness and uphold our Filipino heritage and culture.

The State likewise recognizes the importance of promoting reading as a shared activity among the youth, families, educators and the private sector, thereby emphasizing personal interaction and facilitating the exchange of ideas.

To support the statement above, Australian Christian College posits that reading daily improves comprehension and student performance. Through promoting reading, students will be able to enhance their reading achievement through reading aloud which is a wonderful way of fostering literacy. Reading aloud can help students to gain ideas, improve their information processing skills, vocabulary, and comprehension. However, daily reading has benefits that go way beyond childhood. Establishing the skills needed for reading is vital for work and everyday activities such as filling out forms and following written instructions.

Several studies have been done throughout the world to assess the efficacy of recreational reading habits having a significant relationship with their reading achievement. The following studies back up the researcher's contention that students' recreational reading habit and reading achievement require additional investigation.

The study entitled "Reading Habits and their Correlation with Reading Achievement among ESL learners" by Hassan; Azmi; Muhamad; and Abdullah (2021) concluded that a significant correlation exists between ESL learners' reading habits and their reading achievement. This correlation is a crucial aspect that needs to be considered

in enhancing ESL learners' language ability because reading is a critical aspect of language proficiency.

Additionally, this study revealed that ESL learners' reading habits contribute significantly to their reading achievement. If ESL learners develop positive and consistent reading habits, their reading proficiency would ultimately progress. This study provides empirical evidence concerning reading habits and their correlation with reading achievement in the ESL classroom, which could be helpful, especially to ESL teachers, on how to rectify students' reading problems. Additionally, this study contributes to the body of reading research by highlighting the significance of reading habits in determining ESL learners' reading achievement itself. Nevertheless, this study calls for the proactive efforts of teachers, parents, and the government to enhance students' reading habits through motivations and the provision of a wide variety of quality and suitable reading materials.

For decades, educators have theorized that incorporating recreational reading into classrooms sets the structure for children to practice reading, as well as supports their literacy development. While the format and implementation of recreational reading programs may vary, several follow the same basic principles. SSR (sustained silent reading), DEAR (drop everything and read), SQUIRT (silent, quiet, uninterrupted individualized reading time), and USSR (uninterrupted sustained silent reading) merge fundamental elements of modeling, self-selection, and self-pacing. The incorporation of recreational reading into the total reading program is based largely on the thesis that reading is an accrued skill. Therefore, it seems logical to assume that practice makes one more proficient. The popularity of these programs has been supported by Guthrie (2013),

showing that there is a positive correlation between time spent reading and reading achievement.

Additional studies have lent support to establishing recreational reading programs. Research has demonstrated that those students who read by choice read more than others by Aranha et. al (2018), and that students who engage in recreational reading programs perform better on standardized reading tests and achieve higher academically. In essence, they concluded that SSR (sustained silent reading) enables students to develop their ability to concentrate for longer periods of time. There also appears to be a positive correlation between the amount of time students spend on recreational reading and scores on standardized comprehension tests and vocabulary development.

Furthermore, students engaged in recreational reading for only 15 minutes a day improve in both ability and attitude toward reading Collins et al. (2014). In 2015, The National Academy of Science's document "Becoming a Nation of Readers" supported advocates of recreational reading programs enthusiastically when the panel recommended the practice stating that "research suggests that the amount of independent, silent reading students do in school is significantly related to gains in reading achievement" Anderson et al. (2015).

This did much to reinforce the idea that recreational reading programs improved reading achievement, resulting in more programs implemented in countless American school districts. Educators reasoned that since large numbers of students rely on the school day for their recreational reading, it should therefore be incorporated into the curriculum (Fisher, 2013).

The study "The Importance of Recreational Reading, and its Impact on Students' Motivation, Attitude Towards Reading, as Well as Reading Achievement" by DiGiovanna (2013) confirmed and expanded upon the findings from much of the previous research that a relationship exists between recreational reading and student reading achievement. According to teacher observations and student classroom practices, classroom achievement appeared to correlate with test scores. The study indicates that the incorporation of students' literature into any reading instruction program will provide an ideal opportunity to develop critical thinking. It also found that the implementation of regularly scheduled literature activities and the existence of appealing literacy centers, which engage the students in independent reading and writing, led to a substantial increase in children's literacy performance.

The study "A Study on Study Habits and Academic Performance of Students" by Bhan et al. (2017) concluded that study habits contribute significantly in the development of knowledge and perceptual capacities. Moreover, Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. Therefore, it is assumed that study habits are correlates of scholastic and reading achievement. In this study, the association between study habits and reading achievement of students is examined. Sample of 270 students were taken from two colleges Govt. Allama Iqbal College for Women, Sialkot and Govt. Technical College for boys, Sialkot. The association between study habits and reading achievement was checked by using chi-square test. The results showed that there is significant relationship between study habits and reading achievement and found out that the sex had no bearing on a student's study habits or academic achievement.

According to the findings of a study “The Influence of a Literature-Based Program on Literacy Achievement” by Morrow et al. (2019), literature-based instruction with a major emphasis on recreational reading has no negative impact on reading achievement test scores. Rather, combining a literature program with basic education appears to be beneficial. Moreover, incorporating students' books into any reading teaching program will provide a perfect chance for critical thinking development. Also, they discovered that regularly scheduled literature activities, as well as the presence of appealing literacy centers that engage students in autonomous reading and writing, resulted in a significant improvement in student performance.

On the other hand, the study “Reading Habit and Students' Attitudes Towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam” states that one of the factors contributing to the influences of students' reading habit of the is academic achievement. The respondents agreed that they read for their academic achievement as they believe that reading habit is directly connected to their academic achievement. As cited in Daniel et al. (2017), a majority of students read with the sole purpose of passing their examination. Lone (2011) supported this finding as his study revealed that college students mostly read for the purpose of education.

Gallik (2018) investigates college students' recreational reading habits in order to see if there is a link between recreational reading and reading accomplishment. Gallik prepared a survey that 151 college students enrolled in an English composition class at a private university in central Texas completed. The findings show that pleasure reading appears to have a “insignificant” link with the student's reading achievement. However, there was a strong link between leisure reading and cumulative GPA during holidays. The

findings of this study start to show a link between recreational reading and reading achievement.

While Gallik (2018) investigates leisure reading and its relationship to reading achievement in college students, Arthur (2020) investigated the impact of recreational reading on elementary kids' reading achievement four years earlier. There were 55 pupils in Grades 4, 5, and 6 who took part in the study. The reading achievement scores of five students who described reading as a hobby and five children who did not identify reading as a hobby were compared at random. According to the findings, students who read recreationally in fourth grade had "better reading achievement scores than students who have not identified recreational reading as a passion." One reason pupils don't read recreationally, according to Arthur, is that they have "few opportunities to improve reading abilities using self-selected reading materials." If recreational reading has such a favorable impact on reading achievement, it suggests that kids should be encouraged to do so.

In a University of South Africa research by B.S.B. Lukhele entitled "Exploring Relationships Between Reading Attitudes, Reading Ability and Academic Performance Among Teacher Trainees in Swaziland", the researcher sought to "uncover and describe possible patterns and relationships between college students' attitudes to and perceptions of pleasure reading and their academic performance and reading ability". Her hypotheses on the topic included: (1) an existing relationship between students' attitude to extensive reading and their reading ability (2) a relationship between students' leisure habits and their reading ability (3) a relationship between a student's academic performance and their reading ability, among others.

The aforementioned hypotheses were affirmed by a 1989 study conducted by Hafiz and Tudor involving a 3-month experimental reading programme on Pakistani students, that led to the conclusion that leisure or extensive reading, “assisted in improving their language and academic performance in both reading and writing skills” (as cited in Lukhele, 2014). In her thorough review of Related Literature, Lukhele also mentioned other book programs, such as one conducted in Fiji and Singapore, which produced the same improvement in language proficiency, reading ability and academic success through extensive reading. The link between vocabulary growth and extensive reading was also established in a research by Fieteson on storybook reading to kindergartners. On the other hand, another research, as pointed out by Lukhele showed out that leisure reading alone might not be enough for academic development and vocabulary improvement, citing possible issues and factors such as “educational resources, literacy levels and instructional methods” (Scheepers, as cited in Lukhele, 2014).

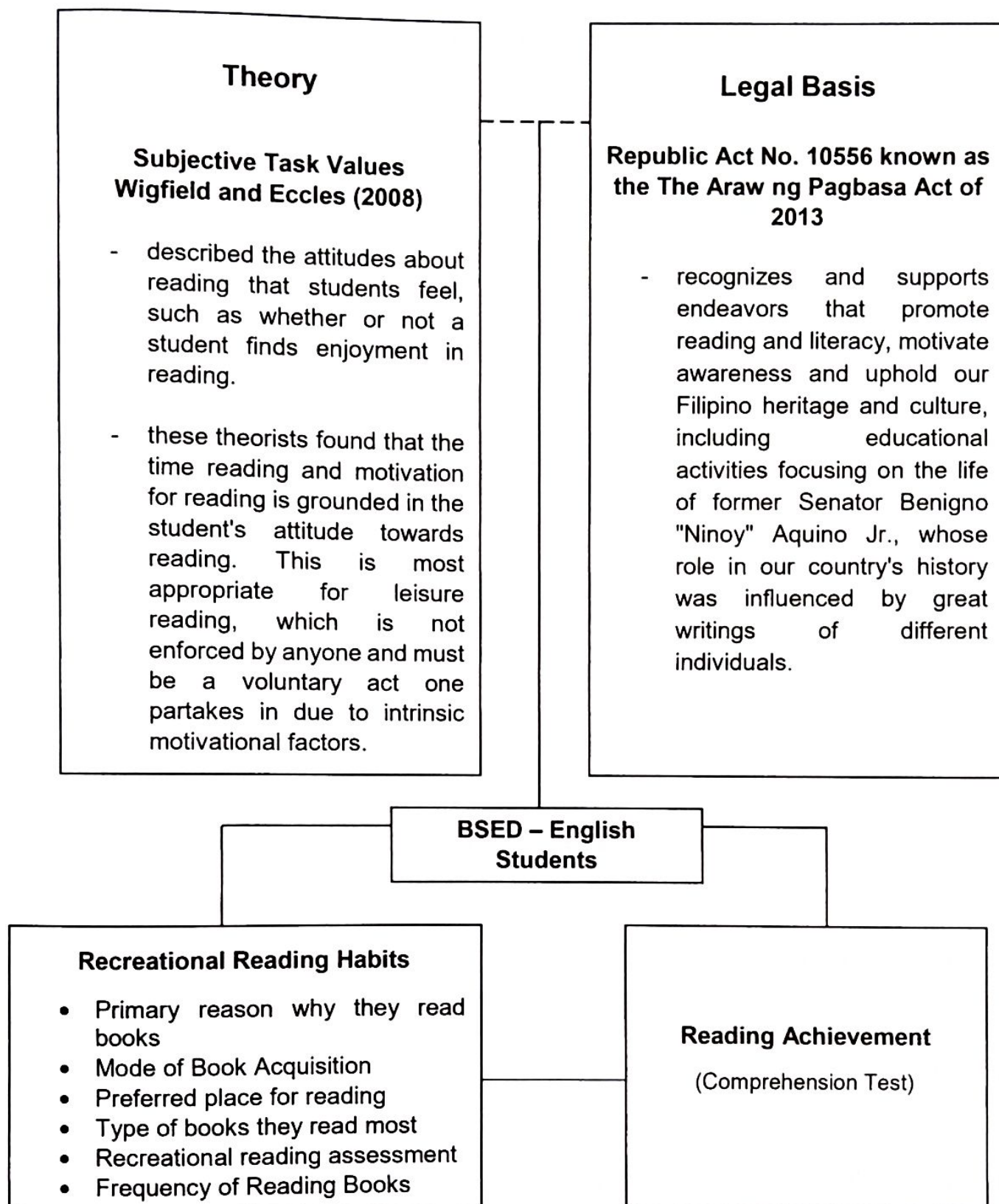
To answer her hypotheses, Lukhele conducted a reading comprehension test and a vocabulary test, as well as a reading habits questionnaire, at 4 different times on 45 first year students and 39 third year students at the Nazarene Teachers' College in Swaziland, South Africa. The questionnaire showed that 71.9% of the students had a positive attitude towards reading, 78.9% had leisure reading habits, but only 42.6% had access to proper reading materials.

Although the main study, which followed a pilot study, was well-handled and conducted several times by Lukhele (2014), one possible issue with the type of questionnaire that she created may be the reliability and actual truth of the answers.

Some of the students may have given responses that they were expected to give, or were too embarrassed to answer truthfully due to the fact that they were required to write their names in the questionnaire. Also, a factor that was not included in Lukhele's questionnaire was the students' past background in reading.

These issues might be possible reasons as to why the results indicated no relationships between some of the factors in the hypotheses. In the computation of data, Lukhele (2014) used Pearson's Product-Moment Correlation, which indicated that there was no correlation between reading ability and reading attitudes in this study, as well as the students' claimed reading habits and reading ability, disproving the researcher's first and second hypothesis. On the other hand, when the Pearson's Product-Moment correlation was applied to the students' vocabulary knowledge and reading ability, there was a clear relationship between the two, as well as significant relationship between the subjects' academic performance and reading ability.

In general, the findings of this properly-conducted and well-analyzed study show that there is in fact a relationship between reading, vocabulary, academics and reading abilities, although "this relationship is by no means simple and straightforward" (p.166), and would be easier to see if the tests were conducted with students with higher reading abilities as well, as Lukhele suggests.



**Figure 1. Conceptual and Theoretical Framework**

## THE PROBLEM

### Statement of the Problem

The purpose of this study was to determine the students' recreational reading habit and their reading achievement.

This study specifically sought to answer the following questions:

1. What are the students recreational reading habits in terms of:
  - 1.1 Primary reason why they read books
  - 1.2 Mode of Book Acquisition
  - 1.3 Preferred place for reading
  - 1.4 Type of books they read most
  - 1.5 Recreational reading assessment
  - 1.6 Frequency of Reading Books
2. What is the students' comprehension test score?
3. Is there a significant difference between the student's reading achievement and their primary reason why they read books?
4. Is there a significant difference between the students' reading achievement and their mode of book acquisition?
5. Is there a significant difference between the students' reading achievement and their preferred place for reading?
6. Is there a significant difference between the students' reading achievement and the type of books they want to read most?

7. Is there a significant relationship between the students' reading achievement and their recreational reading assessment?
8. Is there a significant relationship between the students' reading achievement and their frequency of reading books?

### **Statement of Null Hypothesis**

1. There is no significant difference between the student's reading achievement and their recreational reading habit in terms of:
  - a. primary reasons why they read books
  - b. mode of book acquisition
  - c. preferred place for reading
  - d. type of books they want to read most
2. There is no significant relationship between the student's reading achievement and their recreational reading habit in terms of:
  - a. recreational reading assessment
  - b. frequency of reading books

### **Significance of the Study**

This study aimed to determine whether recreational reading habit has a significant relationship/ difference with the students' reading achievement in English. Thus, the researchers humbly proposed this piece of work for they believed that the findings may prove beneficial and valuable to the following:

**Readers.** This study would broaden their understanding, particularly of English language education students' recreational reading habits and how it can enhance their reading achievement.

**Students.** This study would contribute to a better understanding of how to improve students' reading achievement and would motivate them to plunge more in school lesson that discusses about literature.

**Future Researchers.** This would serve as ground for them to develop new tests for diagnosis, treatments and processes that could eventually expand the same knowledge and understanding.

**Teachers.** This study would help them to enhance their strategies when it comes to testing their students' reading achievement. For example, letting the students retell a story in their own words. This would help the students analyze the content and determine the important parts of what they have read.

**School Administrators.** This study would be beneficial for them to know what genre of books they will put in the school library that the students would love to read in order enables them to elevate students' reading performance

## RESEARCH METHODOLOGY

### Research Design

This study used a descriptive-quantitative design which assessed the reading achievement and recreational reading habit of the respondents. It was descriptive in nature because the researchers determined the frequency of the students' recreational reading habit. On the other hand, it was quantitative in the sense that the researchers measured the students' reading achievement through their comprehension test score.

### Environment and Participants

The study was conducted at Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol. However, when the pandemic took place, the study was made realize online through google forms. The respondents of this study were the students enrolled in the first semester of Bachelor of Secondary Education major in English, School Year 2021-2022. Complete Enumeration was employed on the students. Due to the minimum responses, the researchers decided to accept the 91.6% of the 168 complete respondents.

Majority of English students possess the skills of high rate reading comprehension rather than other majors since the units offered engages more about forms, history, and functions of literature. The researchers foresee the group as the most suitable opinion holders to measure their recreational reading habit and reading achievement.

The respondents comprised students coming from the College of Teacher Education (CTE) under Bachelor of Secondary Education major in English (BSED-English), all year levels enrolled in the School Year 2021-2022.

### **Instrument**

This research instrument study used in this study was a descriptive quantitative questionnaire which assessed the reading achievement and recreational reading habit of the respondents.

The researchers used two sets of standardized survey questionnaires from the study, "Student Perceptions of Their Own Reading Achievement and the Motivational Factors Which Affect Achievement" by Chelsea Pierleoni (2012). The first part of the questionnaire contains questions concerning the students' opinion regarding their recreational reading habit.

The second part contains the comprehension test in which the students were asked to read a certain story and answer the given questions. The said assessment helped the researchers assess student's reading achievement. Comprehension tests, according to Rutzler 2017, was one of the best ways to test learner's ability of understanding what they read.

### **Data Gathering Procedures**

The researchers asked permission from the office of College of Teacher Education Dean with an approval letter. To gather the respondents, the researchers contacted them through messenger to send the questionnaire. A letter was given to the

participants/respondents asking for their cooperation along with the questionnaires. The questionnaire was made available on Google Drive and the link will be sent to the students through their BISU email.

It was addressed to all students and they have notified through different electronic media. Rest assured that the answers to be taken are with ultimate confidentiality. Data collected were tallied manually. The data were tallied to obtain the frequency of the responses and presented them in a table for easy understanding of the data.

### **Statistical Treatment**

To determine the availability of multimedia equipment and how accessible are those available multimedia equipment, the following formula was used.

$$P = \frac{f}{n} (100)$$

Where in:

P= percentage

F= the Frequency of responses

N= the total of cases

To determine the significant relationship between Recreational Reading Habit and Reading Achievement of English students, Pearson Correlation formula was used.

$$r = \frac{n\sum xy - \sum x(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where in:

- $r$  = Pearson correlation coefficient  
 $n$  = no. Of values in each data set  
 $\sum xy$  = sum of the products of paired scores  
 $\sum x$  = sum of x- scores  
 $\sum y$  = sum of y- scores  
 $\sum x^2$  = sum of squared x scores  
 $\sum y^2$  = sum of squared y score

Furthermore, significant variance among students' recreational reading habit and reading achievement were determined using One-Way ANOVA:

One-Way ANOVA for  $MST > MSE$

For  $MSE > MST$

$$F - ratio = \frac{MST = \text{Variance between Treatments}}{MSE = \text{Variance withi Treatments}}$$

$$F - ratio = \frac{MST = \text{Variance between Treatments}}{MSE = \text{Variance withi Treatments}}$$

$$MST = \frac{SST}{k-1}$$

$$MST = \frac{SSE}{N-k}$$

$$SST = \sum_i^k = \frac{T_i^2}{N_i} = CF$$

$$SSE = TSS - SST$$

Where;

F0 – F-Ratio

$$CF - \text{correction factor} = \frac{G^2}{N}$$

G- mean square of treatments

N- total number of all bservations

n- number of observations in treatment

MST- mean square of treatments

MSE- mean square of errors

TSS- total sum of squares

SST sum of squares between treatments

MSE- sum of squares between errors

### OPERATIONAL DEFINITION OF TERMS

To facilitate the readers in understanding the content of the research, the following terms are defined operationally:

**Reading Achievement** - refers on BSED-English student's skills that are needed to read material fluently and with understanding.

**Recreational Reading** – refers to the seven variables that needed to be measured in order to find the BSED-English student's recreational reading habit.

**Comprehension Quickie** – used as an instrument to measure the student's reading achievement.

**Cognitive Reading Skills** – refers to a student's purpose of reading by focusing their attention on a particular cognitive skill.

**Comprehension-** The students' understanding about what they read to enhance reading achievement.

**Interactive Reading Process** – Relationship between texts and readers through interaction.

## Chapter 2

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study, its analysis and interpretation of the research findings which was obtained from the Bachelor of Secondary Education major in English students of BISU-Bilar Campus S.Y. 2021-2022. The data which was acquired via Google Forms, were subjected to statistical treatments and analysis that led to the following figure and results:

Table 1.1 presents the analysis on the assessment of the students' recreational reading habit in terms of their primary reasons why they read books. The study identified 154 respondents. This case has shown that students particularly find reasons why they read books to think critically and improves reading comprehension skills (Australian Christian College 2022).

Based on the result, it shows that academic activities rated the highest with a total percentage of 87.05% as the primary reason students read books. As per Lumen's Module 7, Since many college reading assignments (especially journal articles) are written in a similar style, students gain experience studying their strategies and learning to emulate them. One purpose as to why students prefer to read academic books of assigned academic readings is to give students exposure to different viewpoints and ideas. Furthermore, the result shows that work-related information rated the lowest with a total percentage of 24.6%.

This goes to show that students are highly in favor of reading books when it is connected with their academic activities school rather than reading for other reasons. A semblance of the finding was also reported in Poopola et. al. (2021) study which point that students do not consult or read other material much except their academic textbooks and class notes.

**Table 1.1**

**Frequency on the Students' Recreational Reading Habit in terms of their Primary reasons why they read books**

**N = 154**

Reasons why students read books	Responses	Percent of Cases	Rank
	F		
Academic activities	134	87.05%	1
Knowledge enhancement	129	83.7%	2
Work-related Information	38	24.6%	4
Entertainment	123	79.8%	3

Table 1.2 presents the analysis on the assessment of the students' recreational reading habit in terms of their mode of book acquisition. Loaning from friends come up with the lowest responses with a total percentage of 13.6%. The other aspects namely Buying and Borrowing from friends have a total percent responses of 34.9% and 61.8%. With all these preceding facts, free from online sources prevail among all aspects which has the highest score is 40.9%. Thereupon, the students prefer to read free books from online sources.

Many studies indicate that the format of a text, electronic or print, impacts comprehension and depth of learning, both of which are essential skills for information literacy (Mizrachi 2014). Furthermore, Anderson (2016) posits that possible reasons students prefer reading from online sources include: Internet is easily available to everyone. Physical or online materials in library are limited or outdated. Fees are incurred when accessing to physical or online materials in library vs Internet which can be free.

**Table 1.2**  
**Mode of Acquisition**  
**N = 154**

How do they get books for reading?	Responses	Percent of Cases	Rank
	F		
Buying	53	34.9%	3
Borrowing from a library	94	61.8%	2
Loaning from friends	44	28.9%	4
Free from online sources	132	86.8%	1

Table 1.3 depicts the analysis on the assessment of the students' recreational reading habit in terms of their preferred place for reading. It revealed that students don't prefer to read books at work; it come up with the lowest percentage which has 3.9% of responses. The other aspects namely Library, Coffee houses, While Travelling, and in front of the Screen has a total percentage of 53.6%, 17.6%, 11.1%, and 35.3%. With all these preceding facts, at home prevail among all aspects which has the highest total percentage of 94.8% responses. Thereupon, the students prefer to read books at home.



78% of the respondents believed that the home environment as a significant influence on students reading habits. Narrating this, a teacher reported that there were instances when experiences of students at home affect their performance, assimilation, and reading habit. This was explained as about 6 out of every ten respondents believe parental interest affect the respondents' reading habit. In the same vein, 3 out of every ten respondents do not believe that physical environment does influence student reading habit (Popoola 2022).

**Table 1.3**  
**Preferred place for reading**  
**N = 154**

Where do they prefer to read books?	Responses	Percent of Cases	Rank
	F		
Home	145	94.8%	1
Library	82	53.6%	2
Coffee houses	27	17.6%	4
While traveling	17	11.1%	5
At work	6	3.9%	6
In front of a screen	54	35.3%	3

Table 1.4 illustrates the analysis on the assessment of the students' recreational reading habit in terms of the type of books they read most. The twelve books were classified into five categories to lessen the number of variables in order to fit in the ANOVA-One tailed computation. These categories were the Reference Books where biographies and science and technology books belong to; Non-academic Books where

Art and culture, Hobbies, Fashion, Travel and tourism, and housekeeping books belong to; Literary Works where Fiction, Best sellers, and Recommended books by others belong to; Patriotic Books; and Other Books which include books about socio-economic issues.

The other categories namely Non-academic books, Reference Books, Patriotic Books, and Other Books has a total percentage of 133.3%, 55.5%, 11.8%, and 10.5% respectively. With all these preceding facts, Literary Works prevail among all aspects which has the highest total percentage of 169.0% responses. Thereupon, the students prefer to read Literary Books than the rest.

The result, as noted in 2012, Department of Education report that frequently reading fictional books (regardless of whether this is through books, magazines or the internet) is strongly correlated to literacy score.

According to Rog and Kropp (2022), one of the keys to helping struggling readers is to provide them with books that they can and want to read. Fiction for struggling readers must have realistic characters, readable and convincing text, and a sense of the readers' interests and needs. Non-fiction books, newspapers, magazines, even comic books can hook students on reading.

**Table 1.4**  
**Types of Books they read the most**  
**N = 154**

Types of books they read the most	Responses	Percent of Cases	Rank
	F		
<b>Reference Books</b>			
• Biographies	24	22.2%	3
• Science and Technology	8	33.3%	
<b>Non-Academic Books</b>			
• Art and Culture	32	20.9%	2
• Hobbies	64	41.8%	
• Fashion	48	31.4%	
• Travel and Tourism	60	39.2%	
• Housekeeping	0	0.00%	
<b>Literary Works</b>			
• Fiction	124	81.0%	1
• Best Sellers	51	33.3%	
• Recommended by others	84	54.9%	
<b>Patriotic Books</b>	18	11.8%	4
<b>Other Books</b>			
• Socio-economic issues	16	10.5%	5

Table 1.5 illustrates the analysis on the assessment of the students' recreational reading habit in terms of their recreational reading assessment. With a total percentage of 45.5%, students rate reading as quite enjoyable while the rest of the students rate their reading as Most enjoyable, 24.0%; Enjoyable, 29.9%; and Less Enjoyable, .6%.

In general, it may be inferred that students enjoy their recreational reading most of the time. With the reason that it exposes them to many new words that they have to sound out and learn the meaning of, which increases their ability to express thoughts more effectively. Having a greater base of vocabulary words makes students feel more confident not only in their reading skills but also in writing and speaking (Page 2020).

**Table 1.5**  
**Recreational Reading Assessment**  
**N = 154**

Recreational reading assessment	Responses	Percent of Cases	Rank
	F		
Most enjoyable	37	24.0%	3
Quite enjoyable	70	45.5%	1
Enjoyable	46	29.9%	2
Less enjoyable	1	.6%	4
Least enjoyable	0	0	5

Table 1.6 illustrates the analysis on the assessment of the students' recreational reading habit in terms of their frequency of reading books. With a total percentage of 84.4%, students read most frequently.

The figures indicate that students read moderately every day. However, according to teachers, students should be reading between 15 minutes and 1 hour a day outside of school (85% of teachers expect daily reading in this range), but most of their students are reading less than the 15-minute daily minimum.

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and reading achievement as stated by Clark (2011); Clark and Douglas (2011).

**Table 1.6**  
**Frequency of Reading Books**  
**N = 154**

Frequency of Reading Books	Responses	Percent of Cases	Rank
	F		
Most frequently	13	84.4	1
Frequently	48	31.2	3
Sometimes	85	55.2	2
Rarely	7	4.5	4
Never	1	.6	5

Table 2 shows the result of the student's comprehension test score. The data gathered showed that the highest score was 11 and the lowest score is 2. It means that some students have understood what they read and some weren't.

Majority of the students got the passing score and it found out that Bachelor of Secondary Education major in English students' reading achievement exceeded the expectation result of the survey. The level of the students' reading comprehension skills are excellent.

Elleman and Oslund (2019) states that reading comprehension is one of the most complex cognitive activities and it require a concerted effort to develop this skill.

Therefore, students who got the lowest scores may have less motivation on reading that it was difficult for them to get the passing score of the comprehension test.

**Table 2**  
**Analysis on Assessing the Students' Comprehension Test Score**  
**N = 154**

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement scores	154	2.0	11.00	6.6883	2.3860
Valid N (list wise)	154				

**LEGEND:**

Range	Interpretation
– 11.00	Excellent
8.00 – 9.00	Above average
6.00 – 7.00	Average
4.00 – 5.00	Low
1.00 – 3.00	Very Low

Table 3.1 presents the variance between the students' reading achievement and their recreational reading habit in terms of the students' primary reasons why they read books. It was found out that the variance between groups have F test value of 0.949 and p-value of 0.418637. The p-value of 0.418637 is greater than the marginal error 0.05. Thereupon, there is no significant variance in two aspects. The null hypothesis of the study is accepted.

Specifically, academic activities rated the highest with a total percentage of 42.8% as the primary reason students read books. On the other hand, work-related information rated the lowest with a total percentage of 12.1%. It is supported by some experts. Punkshe (2013) explains that the students who are more engaged in academic activities has a better ability of English reading comprehension. Bastug (2014) adds that reading

achievement should be emphasizing to increase student's motivation towards academic activities.

On the other hand, these figures imply that students' reading comprehension doesn't vary on the reasons why they read books. According to Reading Rockets (2022), Comprehension itself is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Furthermore, it depends on the students' level of comprehension is independent that it is not essential for them to have a reason to read books to develop their reading comprehension.

**Table 3.1**

**Variance between Students' Reading Achievement and their Primary reasons why they read books**  
**N = 154**

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>Degrees of freedom (df)</b>	<b>Mean Square (MS) MS = ss/df</b>	<b>Tabulated F at <math>\alpha = 0.05</math></b>	<b>Computed F</b>
Between Group	$SS_{between} = 16.218$	3	$MS_{between} = 5.406$	2.60	$F = 0.949$
Within Group	$SS_{within} = 854.821$	150	$MS_{within} = 5.699$		
TOTAL	$SS_{total} = 871.039$	153			

Table 3.2 depicts the variance between the students' reading achievement and their recreational reading habit in terms of the students' mode of book acquisition. It was found out that the variance between groups have F test value of 0.514 and p-value of 0.92698. The p-value of 0.92698 is greater than the marginal error 0.05. Thereupon, the

result is not statistically significant and there is not enough evidence to reject the null hypothesis.

The above figures indicate that students prefer to acquire books through loaning from friends, which is the lowest with a total of 13.6% responses while the highest score is 40.9% which shows that students prefer to read free books from online sources. According to Titlow (2013) young people's pleasure reading on screen has its impact on reading skills. Some studies examining a variety of aspects of reading on screen and their outcomes for student's reading abilities posit to agree that students who read books from online sources were said to be excellent in reading comprehension.

Nevertheless, the students' mode of acquisition doesn't vary on their reading achievement.

**Table 3.2**

**Variance between Students' Reading Achievement and their Mode of Acquisition**  
**N = 154**

Source of Variation	Sum of Squares	Degrees of freedom (df)	Mean Square (MS) MS = ss/df	Tabulated F at $\alpha = 0.05$	Computed F
Between Group	$SS_{between} = 8.868$	3	$MS_{between} = 2.956$	2.60	$F = 0.514$
Within Group	$SS_{within} = 862.171$	150	$MS_{within} = 5.748$		
TOTAL	$SS_{total} = 871.039$	153			

As presented in Table 3.3, it was found that the variance between the two aspects have F test value of 0.57675 and p-value of 0.717742. The p-value of 0.717742 is greater than the marginal error 0.05. Thereupon, there is no significant variance in both aspects. The null hypothesis of the study is accepted.

In particular, the result indicated that students prefer to read books at home which come up with a total percentage of 43.8%. On the other hand, with a total percentage of 1.8%, students rated at work as the lowest.

The study of Clark and Rumbold (2016) agreed on the above evidences that home environment is essential to fostering a love of reading. He inferred that students are more likely to continue to be readers in homes where books and reading are valued. On the other hand, Cullinan and Bagert (2022) posits that reading books at home provide learners a quiet escape which can stimulate their imagination and expands their reading comprehension.

Perhaps, SicienceABC (2022) posits that no matter how comfortable the students' reading place is, huge percentage end up "reading on autopilot" without understanding any of what we they are reading and realizes that they are only reading the words, but are not really absorbing anything.

Understandably, even though students prefer to read books at home, it doesn't mean that it would affect their comprehension test score. It couldn't crucially change their reading achievement.

**Table 3.3**  
**Variance between Students' Reading Achievement and their Preferred Place for Reading**  
**N = 154**

Source of Variation	Sum of Squares	Degrees of freedom (df)	Mean Square (MS) MS = ss/df	Tabulated F at $\alpha = 0.05$	Computed F
Between Group	$SS_{between} = 16.634$	3	$MS_{between} = 3.327$	2.21	$F = 0.577$
Within Group	$SS_{within} = 854.405$	148	$MS_{within} = 5.773$		
TOTAL	$SS_{total} = 871.039$	153			

Table 3.4 illustrates that the variance between the student's reading achievement and the type of books they read most have F test value of 0.165 and p-value of 0.955819. The p-value of 0.955819 is greater than the marginal error 0.05. Thereupon, there is no significant variance in both aspects. The null hypothesis of the study is accepted.

These figures imply that students prefer to read fictional books with a total percentage of 19.5% while Science and Technology books rated as the lowest with a total percentage of 1.3%.

As noted in 2012, Department of Education report that frequently reading fictional books (regardless of whether this is through books, magazines or the internet) is strongly correlated to literacy score. Thus, both aspect doesn't vary with each other.

Table 3.4

Variance between Students' Reading Achievement and the Types of books they read the most

N = 154

Source of Variation	Sum of Squares	Degrees of freedom (df)	Mean Square (MS) MS = ss/df	Tabulated F at $\alpha = 0.05$	Computed F
Between Group	$SS_{between} = 3.836$	4	$MS_{between} = 5.406$	2.37	$F = 0.949$
Within Group	$SS_{within} = 867.203$	149	$MS_{within} = 5.699$		
TOTAL	$SS_{total} = 871.039$	153			

Table 4.1 presents the significant relationship between students' reading achievement and their recreational reading assessment.

The result of mathematical calculation of Pearson Product Moment Correlation formula below shows the coefficient correlation ( $r$ ) is 0.0686 or +.686. It means that there is a linear positive correlation between the two variables. On the other hand, the table also automatically compute the significant value (p-value) of the correlation. The table shows the p-value .397 which is greater than 0.05. Thus, the null hypothesis of the study is accepted which means that the significant relationship between the student's reading achievement and their recreational reading assessment is positive and weak.

Competent readers tend to read more and therefore show greater improvement in their reading skills. Therefore, we propose that the correlation between time spent reading and reading comprehension should increase as people grow older (Locher and Pfof 2019).

**Table 4.1**  
**Correlation Between Students' Reading Achievement and Students' Recreational reading assessment**

**N = 154**

Variable	N	Pearson( <i>r</i> ) Correlation	P-value	Decision	Interpretation
Reading Achievement	154	0.0686	.397908	Accept Null Hypothesis	Not significant
Students' Recreational Reading Assessment					

Table 4.2 presents the significant relationship between students' reading achievement and their recreational reading assessment.

The result of mathematical calculation of Pearson Product Moment Correlation formula below shows the coefficient correlation (*r*) is 0.0356 or +.356. It means that there is a linear positive correlation between the two variables. On the other hand, the table also automatically compute the significant value (*p*-value) of the correlation. The table shows the *p*-value .661 which is greater than 0.05. Thus the null hypothesis of the study is accepted which means that the significant relationship between the student's reading achievement and their frequency of reading books is positive and weak.

The evidence of Clark and Douglas (2011) contradicts to the result of the table suggests that there is a positive relationship between reading frequency, reading enjoyment and reading achievement.

Table 4.2

Correlation Between Students' Reading Achievement and Student's Frequency of Reading Books

N = 154

Variable	N	Pearson( <i>r</i> ) Correlation	P-value	Decisio	Interpretation
Reading Achievement	154	0.0356	.661151	Accept Null Hypothesis	Not significant
Student's Frequency of Reading Books					

## CHAPTER 3

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of findings, conclusions and recommendations based on the data gathered.

#### Summary

This study aimed to determine the students' recreational reading habit and their reading achievement. Specifically, it sought the students recreational reading habits in terms of Primary reason why they read books, Mode of Book Acquisition, Preferred place for reading, Type of books they read most, Recreational reading assessment, Frequency of Reading Books and the students' reading achievement through their comprehension test score.

Moreover, this study sought the significant variance and correlation among the aspects of the following variables: Student's reading achievement and their Recreational Reading Habit.

The researchers used two sets of standardized survey questionnaires from the study, "Student Perceptions of Their Own Reading Achievement and the Motivational Factors Which Affect Achievement" by Chelsea Pierleoni (2012). The first part of the questionnaire contains questions concerning the students' opinion regarding their recreational reading habit. The data gathered from the said tool were interpreted, analyzed, and presented. The statistical treatment employed in the study were simple percentage, One Way-ANOVA, and Pearson Correlation Coefficient.

## Summary of Findings

**Analysis on the Students' Recreational Reading Habit.** The six aspects revealed that students prefer academic activities as their Primary reason why they read books; Free from online sources as their Mode of Book Acquisition; Home as their Preferred place for reading; literary works as the Type of books they read most; students rate their Recreational reading assessment as quite enjoyable; and read books most frequently on their Frequency of Reading Books.

**Students' Comprehension Test Score.** Students claimed to get majority of passing score and it found out that Bachelor of Secondary Education major in English students' reading achievement exceeded the expectation result of the survey. The level of the students' reading comprehension skills are excellent.

**Significant Variance among the Students' Recreational Reading Habit and Reading Achievement.** Out of the four aspects from the students' recreational reading habit, none have significant variance to their reading achievement. These are the students' primary reason why they read books, mode of book acquisition, preferred place for reading, and type of books they read most.

**Significant Relationship among the Students' Recreational Reading Habit and Reading Achievement.** Out of the two aspects from the students' recreational reading habit, none have significant correlation to their reading achievement. These are the students' recreational reading assessment and frequency of reading books.

## **Conclusion**

Students' recreational reading habit points that they are more likely to develop their reading comprehension if they are motivated to strengthen their recreational reading habits. However, the students who engage more on recreational reading doesn't vary on their scores in the comprehension test. Understandably, even though students often read academic inclined books, read books online, prefer to read books at home, and spent more time in leisure reading, it doesn't mean that it would affect their comprehension test score. It couldn't crucially change their reading achievement.

Nevertheless, recreational reading habit and reading achievement has no significant relationship, some factors of recreational reading habit can enhance the students' reading achievement. Therefore, the students can use it as a reference to increase their reading habit.

## **Recommendations**

On the basis of the foregoing findings and conclusions, the researchers recommend the following:

1. Without comprehension, students gain no meaning from what they read. So the researchers suggest for students to comprehend what they read in order to enhance their reading achievement and comprehension test score.
2. Teachers may consider expanding academic activities that students would love to participate in and provide an avenue for students to engage more on reading.

3. The researchers suggest for the school administrator to put more literary books in the library since the students prefer to read literary books with fiction genre.
4. BISU-Bilar Campus may consider providing webinar to students about how to enhance their reading comprehension and
5. The researcher suggests for further research on other aspects related to students' recreational reading habit and reading achievement.
6. To triangulate findings of the study, future researchers may consider another research with the basis of the student's academic performance instead of the students' recreational reading habit.

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## **APPENDICES**

## APPENDIX A

## LETTERS



Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY- BILAR**  
 Zamora, Bilar, Bohol



**MARIETTA C. MACALOLOT, Ph. D.**

Campus Director

Bohol Island State University- Bilar Campus

Zamora, Bilar, Bohol

**Ma'am:**

Greetings!

The undersigned, BSED IV Major in English students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol humbly request from your good office to conduct the research entitled "**RECREATIONAL READING HABIT AND ACHIEVEMENT OF ENGLISH STUDENTS**" in partial fulfillment of the requirements for the degree in Bachelor of Secondary Education (BSED).

In line with this, the researchers would like to ask permission to utilize the Bachelor of Secondary Education Majors in English, Academic Year 2021-2022 as the respondents in the study. Google form will be used to gather the needed data. Rest assured that safety protocols will be followed whenever there's a need for personal interaction with the respondents.

May this request merits your approval. Thank you.

Very respectfully yours,  
 (Sgd) **JEAN MONIQUE L. DORDAS**

(Sgd) **ROANN F. JAYA**

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Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY- BILAR**  
 Zamora, Bilar, Bohol



MA. QUIMAR Q. GAHIT, Ed. D.  
 Dean, College of Teacher Education  
 Bohol Island State University- Bilar Campus  
 Zamora, Bilar, Bohol

Ma'am:

Greetings!

The undersigned, BSED IV Major in English students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol humbly request from your good office to conduct the research entitled "**RECREATIONAL READING HABIT AND ACHIEVEMENT OF ENGLISH STUDENTS**" in partial fulfillment of the requirements for the degree in Bachelor of Secondary Education (BSED).

In line with this, the researchers would like to ask permission to utilize the Bachelor of Secondary Education Majors in English students enrolled in the 1st Semester, Academic Year 2021-2022 as the respondents. Google form will be used to gather the needed data. Rest assured that safety protocols will be followed whenever there's a need for personal interaction with the respondents.

May this request merits your approval. Thank you.

Very respectfully yours,

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**APPENDIX B****INSTRUMENT****QUESTIONNAIRE A****RECREATIONAL READING HABIT**

Warmest greeting participants,

We are conducting a quick survey on "RECREATIONAL READING AND READING ACHEVEMENT OF ENGLISH STUDENTS". The data collection from this survey will be used to understand the relationship between recreational reading habit and reading achievement of all year levels of Bachelor of Secondary Education major in English. In this connection, we would like to ask for your time and participation in answering the test questionnaire. Rest assured that the data provided are anonymous and confidential. They will be used for the research purpose of this survey only.

Thank you so much for your time and honest responses.

**Please honestly answer the following questions by writing your answers in the spaces provided.**

Name: (Optional) \_\_\_\_\_

Year and Section: \_\_\_\_\_

1. What are the primary reasons that you read books? Please mark as many choices as apply.

\_\_\_\_\_ Academic activities

\_\_\_\_\_ Knowledge enhancement

\_\_\_\_\_ Work-related information

\_\_\_\_\_ Entertainment

\_\_\_\_\_ Others, please specify:

2. How do you get books for reading? Please mark as many choices as apply.

\_\_\_\_\_ Buying

\_\_\_\_\_ Borrowing from a library

\_\_\_\_\_ Loaning from friends, etc.

\_\_\_\_\_ Free from online sources

\_\_\_\_\_ Others, please specify:

3. Where do you prefer reading books? Please mark as many choices as apply.

\_\_\_\_\_ Home

\_\_\_\_\_ Library

\_\_\_\_\_ Coffee houses

\_\_\_\_\_ While traveling

\_\_\_\_\_ At work

\_\_\_\_\_ In front of a screen

\_\_\_\_\_ Others, please specify:

4. What type of books you read the most? Please mark as many choices as apply.

\_\_\_\_\_ Fiction

\_\_\_\_\_ Literary works other than fiction

\_\_\_\_\_ Biographies

\_\_\_\_\_ Best sellers

\_\_\_\_\_ Recommended by others

\_\_\_\_\_ S & T

\_\_\_\_\_ Art and culture

\_\_\_\_\_ Socio-economic issues

\_\_\_\_\_ Patriotic books

\_\_\_\_\_ Fashion

\_\_\_\_\_ Housekeeping

\_\_\_\_\_ Hobbies

\_\_\_\_\_ Travel and tourism

\_\_\_\_\_ Others, please specify:

5. How do you assess your recreational reading?

\_\_\_\_\_ Most enjoyable

\_\_\_\_\_ Quite enjoyable

\_\_\_\_\_ Enjoyable

\_\_\_\_\_ Less enjoyable

\_\_\_\_\_ Least enjoyable

6. How often do you read books for leisure?

\_\_\_\_\_ Most frequently

\_\_\_\_\_ Frequently

\_\_\_\_\_ Sometimes

\_\_\_\_\_ Rarely

\_\_\_\_\_ Never

## QUESTIONNAIRE B

### COMPREHENSION TEST

**Direction: Read the passage carefully and answer the following questions after.**

Reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge.

If top readers read at speeds of above 1000 words per minute (wpm) with near 85% comprehension, they only represent 1% of readers. Average readers are the majority and only reach around 200 wpm with a typical comprehension of 60%. This seems surprising since most readers, actively reading work documents, newspapers, magazines, books or the contents of a computer display are practicing daily for at least one hour. With such an intense training everyone should be close to top performances.

Unfortunately, this is far from the real situation. The average reader is five times slower than the good reader. Things are even worse if we consider reading efficiency as well as speed. Reading efficiency is reading speed weighted by comprehension rate and it amounts to  $200 \times 60\%$  or 120 efficient words per minute (ewpm) for the average reader and to  $1000 \times 85\%$  or 850 ewpm for top readers. Thus, an efficiency ratio of seven divides these two categories.

Compare the results of the average reader to other areas. We may imagine a sprinter practicing every day for several years on the running track and then just calmly walking for a race. We can also picture a racing driver never exceeding 30 mph or a pianist playing every day of the week for 20 years and only able to play music like a

beginner. Unfortunately, since the age of 12, most readers do not substantially improve their efficiency and never reach their full capacity.

Every computer-user who is also a slow typist is aware of the benefits he could obtain with a typing course, but nearly no one suspects the much higher profits he could reach by improving his reading comprehension and speed. The rapid improvement of voice recognition may gradually make typing virtuosity obsolete since a good typist performs well under the speed of speech. On the other hand, human or computer speaking, with an average speed of 150 wpm, will always remain many times slower than a good reader, without any consideration of the skimming and skipping possibilities.

There are three possible ways to improve reading. The fastest is probably a speed reading seminar based upon good materials and animated by a dynamic instructor. It is quite usual for a slow reader to double and even triple his reading efficiency during a two-day class offering a positive atmosphere, carefully selected texts and comprehension tests. However, as this rapid and encouraging improvement is not sufficiently anchored, it often fades with time.

A book about speed reading is the second possibility. Such a book usually provides speed and comprehension tests as well as techniques to improve reading. It often includes more general information about concentration, interest stimulation, skimming techniques and ways to approach a text. Some methods may include audio or videocassettes. A book-based method requires a good deal of time as well as a strong commitment from the reader.

Finally, a speed reading computer program is probably the most efficient way to achieve top reading levels. Computers offer unique exercises to boost reading efficiency through interactivity, text animation and pacing. Higher reading skills obtained with a computer screen are totally transferable to reading from paper. Unfortunately, the inverse way does not work so well. Speed reading software delivers enjoyable and fast paced training, thus giving the consistent practice necessary to break lifelong slow reading habits. This is the task that seminars and speed reading books usually leave up to the reader.

**Direction: Answer the following questions below. Encircle the letter of the correct answer.**

Q1. Compared to average reader, the accomplished reader reads with?

- A. higher speed and worse reading comprehension
- B. higher speed and better reading comprehension
- C. higher speed and same reading comprehension

Q2. Readers reading above 1000 wpm?

- A. Are average readers
- B. Are the majority of readers
- C. Are the 1 % minority

Q3. The average reading speed is around?

- A. 120 wpm
- B. 150 wpm

C. 200 wpm

Q4. The average reader comprehension is around?

A. 50 %

B. 60 %

C. 85 %

Q5. A sprinter running as the average reader reads, runs 100m in?

A. 10 seconds (near record time)

B. 35 seconds (jogging)

C. 70 seconds (walking speed)

Q6. Which is the most effective way to acquire knowledge from information?

A. watching TV

B. reading text

C. listening to a speaker

Q7. The average speaking speed of a race driver is around?

A. 120 mph

B. 150 wpm

C. 200 wpm

Q8. Most computer users want to?

A. Improve typing

B. Improve reading

C. Buy a larger screen

Q9. What will lessen the importance of fast typing?

- A. Spelling-checkers
- B. More ergonomic keyboards
- C. Progress in voice recognition

Q10. A speed reading seminar or book lacks?

- A. Rapid results
- B. Consistent practice
- C. Deep enough explanations

Q11. What is probably the best way to reach top level reading efficiency?

- A. a speed reading book
- B. a speed reading seminar
- C. a speed reading software