Reading Habits and Preferences of Grade 11 Students as Basis for Supplementary Materials

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Abstract: **The main aim of this study is to strengthen the Senior High School Reading activities, engaging and enhancing their reading skills using their habits, interest and preferences towards pleasurable and informative reading. It will be beneficial to have a record of their reading habits to make predictions about their academic success in the study. For effective promotion of reading habits, skills and culture, reading must be made pleasurable and voluntary. The respondents of the study are Grade 11 ABM students of Columban College, Inc. The study aimed to answer the following questions such as: 1. profile of respondents in terms of: sex; 2. reading preferences of male and female respondents in terms of: time spent on reading, place preferences when reading, and selected reading material 3. authorship preferences in reading of male and female respondents in terms of: author's sex and related literature 4. Reading habits of the respondents 5. suggested reading materials. A descriptive method was used in the study to accurately and systematically describe the reading habits and preferences of the literature. The study therefore concluded that enhancement of good reading habits of senior secondary students is encourage for a healthy intellectual growth and achieve practical efficiency.**

Keywords: **Reading habits, Literature preferences, pleasurable, Informative Reading, Philippines.**

1. The Problem and Its Setting

A. Introduction

It was observed that the reading selection of the students were given by the teachers. Their personal preferences were rarely given, thus their general interest in reading drastically faded. Reading became a requirement rather than a necessity to the minds of learners. This also applies to the Senior High School Program in Columban College, Inc., Asinan Main Campus specifically, the students in the grade 11 Accountancy, Business, and Management strand. Thus, the researcher conducted this research to further analyze this predicament.

The level of comprehension of our nation's children and adults are widely studied and criticized by the media, academic research and educational institutions from primary schools to universities. Research shows that one of the dilemmas of 21st Century Learning is that learners are taught what to learn and not how to learn and they are slowly educated out of their innate curiosity, creativity and interest.

Reading is a password to success. The reading habit influences the promotion of one's personal development in particular and social progress in general (Shafi & Loan, 2010).

Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life (Loan, 2011). "A dumb person become a communicator and a lame climbed mountains of knowledge through reading" (Satija, 2002). Reading fires the imagination of a person, and adds new sight to one's eyes and new wisdom to the mind. Reading loads the mind with new software (Satija, 2002).

Salim (2009) observed that reading pleasantly entertains in all weathers and in all fortunes. She spoke about the taste for reading as: The greatest gift is the passion for reading. It is cheap, it consoles, it distracts, it excites. It gives you knowledge of the world and experience of a wide kind. It is a moral illumination. The reading habit is the heart of self-education and lifelong learning. In the modern competitive age, reading is the cornerstone for success in all academic disciplines.

A good reading habit is a healthy addiction; once this powerful habit is mastered, it improves the vocabulary, analytical skills, concentration power and deciphering new words and thereby helps a student in his academic achievements (Lone, 2011). Next to the teacher, reading is usually the principal educating agency contributing to pupil's success. In the opinion of Loan (2010), "Reading is to education what breathing is to life".

Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. To face the 21st century, education must prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Thus, the achievement of quality basic education calls for the development of good reading habits of both young and adult learners. Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading provides experience to the individual so that he may expand his horizons, identify, extend, and intensify his interest and gain deeper understanding of himself and other human being and of the world.

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Reading is important for students in general to cope with new knowledge in a changing world – that of the technological age. The ability to read is at the heart of self-education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education (Mokatsi, 2005). Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi and Panda, 1996; Eyre, 2005)

As a way of strengthening the Senior High School Reading activities, engaging and enhancing their reading skills using their habits, interest and preferences is highly recommended towards pleasurable and informative reading. The researcher aims to empower the interest of the Grade 11 ABM students of Columban College, Inc. and made use in teaching literature.

B. Research Locale

Columban College, Inc. was first known as Naval Reservation Junior College. It was passed by Joben Admana family in 1961 to the Columban Fathers. The first director of Columban College was Rev. Thomas L. Convery with Rev. Fr. Paul O'Malley SSC as his assistant. Columban Sisters were assigned in 1962 to assist in the administrative and teaching programs. In that same year the Parish of St. Columban was inaugurated with O'Malley as its parish priest. In 1965, Convery was succeeded by Rev. William F. Sullivan, SSC as school director. Rev. Fr. John Curry SSC took over in 1971 and Rev. Fr. Edward McKenna was the school director from 1973 to 1975. From 1976 to 1982, Rev. Fr. Richard Cannon SSC was the school director. He was succeeded by Rev. Fr. Vincent Lyons from 1982 to 1983. In 1983, the administration of the college was handed over by the Columban Fathers to the Vincentian Fathers. Rev. Fr. Constancio Gan was appointed school director.

The Daughters of Charity took over when the contract of the Vincentians expired in 1989 when Sr. Stella Real D.C. was appointed school director. In 1993 Most Reverend Bishop Deogracias Iniquez Jr., the head of the diocesan schools, took over the administration of Columban College. Like in any diocesan school, the director of an institution comes from the diocesan clergy assigned in the diocese in Iba.

Rev. Fr. Daniel O. Presto was appointed as school director in 1993 and later became the president until October 2005. He was succeeded by Rev. Fr. Roland M. Almo and then by Rev. Msgr. Crisostomo A. Cacho and is presently the school president. https://columban.edu.ph/about. 2019.

This institution was preferred by the researcher for the study, because it is the current working place and Alma Mater of the researcher. This research will be useful both for the teachers and students of the school since, it aims to help teachers improve their curriculum in enhancing and engaging the students by relating the teaching process to their habits and interests along with professional development.

Fig. 1. Google Map

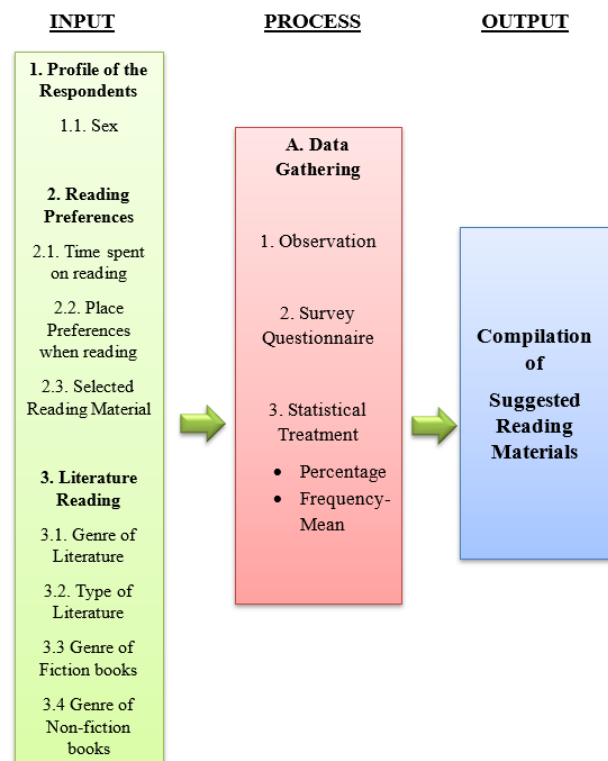Fig. 2. Map showing the location of the research locale

Fig. 3. Paradigm of the research process

C. Statement of the Problem

This study sought to find out the literature reading habits and preferences of ABM 11 students to attract these students

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towards reading. It attempted to address the following questions:

1. What is the profile of respondents in terms of:
    1. Sex
2. What is the reading preferences of male and female respondents in terms of:
    1. Time spent on reading
    2. Place Preferences when reading
    3. Way of Reading Material
3. What kind of literature is read by the respondents?
    1. Genre of Literature
    2. Type of Literature
    3. Genre of Fiction books
    4. Genre of Non-fiction books
4. What is the authorship preferences in reading of male and female respondents in terms of?
    1. Author's Sex
    2. Nationality
5. What are the reading habits of the respondents?
6. What are the suggested reading materials?

D. Scope and Delimitation

The scope of the study is within the School of Columban College, Inc., Asinan Main Campus. The respondents in this study were limited to the Grade 11 under Accountancy, Business and Management strand.

The research will focus on the habits, interest and preferences in reading literature of the respondents towards pleasurable and informative reading.

E. Significance of the Study

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999). It is a pattern with which an individual organizes his or her reading. Similarly, Shen (2006), identifies reading habits, as how often, how much, and what students read. Researchers in the past decade have devoted efforts to examining learners' reading habits (e.g. Mokhtari, and Sheorey, 1994). With their endeavors, these researchers have discovered that reading habits are associated with students' educational background, academic performance and professional growth.

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading literature, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society.

Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. It can also be very comforting, especially at times when one doubts one's self and one's beliefs. The study is deemed significant to the following persons:

School Administrator. This will provide information that will be helpful in arriving at decisions regarding improvement or instructions and relationships between teachers' method in teaching.

Literature Teachers. This will greatly help the teachers specially the ones teaching reading and literature in order to have an awareness regarding the reading habits and preferences of the students that may help promote pleasurable and informative reading journey or experience. This research will also help the teacher to improve the teaching methodologies in order to promote learning.

Learners. This study will also be significant in the sense that they will be the ultimate beneficiaries of whatever positive steps are taken by the administrators and the teachers to improve the teaching-learning situation as a result of this study. It will also an eye-opener for them to develop positive attitude and improve their skills in reading literature.

Researcher. This will help the researcher to understand more the interest and preferences of the students that can positively affect the teaching and learning process.

Future Researcher. It is hoped that this study may serve as a guide to future researchers who may wish to upgrade or uplift the literature reading.

F. Definition of Terms

The following terms were defined operationally to facilitate understanding of this study.

Literature. It refers to as a writing in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features, as poetry, novels, history, biography, and essays.

Habit. It is an acquired behavior pattern regularly followed until it has become almost involuntary.

Preference. This refers to as the set or hold before or above other persons or things in estimation; like better; choose rather than.

Reading habits. It refers to the behavior to read which is done regularly to understand information and get entertainment from written material.

Authorship preferences. This refers to the state or fact of being the writer of a book, article, or document, or the creator of a work of art.

Reading genre. It is a book or story category defined by style, content, and form.

Online portal. It is a designed website that brings information from diverse sources, like emails, online forums and search engines, together in a uniform way.

2. Research Methodology

This chapter provides a presentation and description of the research methodology, respondents of the study, construction and validation of the instruments, data gathering and treatment of data.

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A. Research Method/ Design

A descriptive method was used in the study to accurately and systematically describe the reading habits, time spent on reading, preferred place, type of literature, genres and reading materials of the respondents as well as the kind, types, genres and authorship preferences of the literature.

This method was the most appropriate to describe the reading habits and preferences of Grade 11 ABM Students in Columban College, Inc., Asinan Main Campus during the School Year 2019-2020.

B. Respondents

The 50 respondents for this study were Grade 11 students with 39 or 78% female and 11 or 22% male under Accountancy, Business and Management Strand at Columban College, Inc. during the school year 2019-2020 in a highly urbanized city. The respondents are enrolled in literature subject, which is a required subject in the curriculum. The researcher used a fish bowl technique to get the respondents.

C. Instrument

The teacher-made questionnaire is the main data collection tool. Before designing the questionnaire, interactions were conducted with many students to gain insights of their literature reading habits, and to develop the questions and answer choices in the questionnaire. However, great care was observed in the construction of the survey questionnaire to make sure that only relevant questions are the ones included.

The questionnaire (provided in the Appendix) was structured into four (4) parts—personal information (sex), reading habits, literature preferences, and authorship preferences.

D. Validation of Instrument

The survey questionnaire was developed by the researcher to determine the factors that affects the interest of the students in reading literature. The questions included in the questionnaire focuses on reading habits, type of literature, and author preferences.

E. Data Gathering Procedure

The researcher first sought permission from the School Principal of Senior High School-Basic Education of Columban College, Inc., Asinan-Main Campus to administer the survey questionnaire among the Grade 11 under Accountancy, Business and Management strand.

The collected questionnaires were then checked, tallied and prepared for analysis.

F. Treatment of Data

1. *Percentage*. This was used to determine the proportion of the respondents in terms of their personal profile using the formula: %=f / n x 100 where: %=percentage, f= frequency, n=total number of cases, 100=constant value.
2. *Frequency-Mean*. This was used to determine the overall result and average with the formula: X=fx/n

where: x=mean, f= frequency, x=midpoint/ weight, and n=total number of cases.

3. Presentation, Analysis and Interpretation of Data

This chapter presents the data gathered and collated in this study which carefully interpreted and analyzed.

A. Profile of the Respondents

The Table presented the results of the survey conducted on the profile of the respondents which included the sex.

1) Sex

Table 1 shows the distribution of the respondents according to sex.

Table 1
Distribution of respondents according to sex

Frequency	Percent
39	78.0
11	22.0
50	100.0

The figures revealed the majority sex was female with 78% and male with 22%. The researcher used a fishbowl technique to get the respondents.

B. Reading Preferences

The subsequent tables establish the reading habits of the respondents on the (1) time spent on reading; (2) place to read; and (3) reading materials.

1) Time Spent on Reading

Table 2 reveals the mean responses according to the time spent in reading. The results in time spent in reading were the following: Less than an hour (Female: 30%) (Male: 10%) with the total mean of 40%; 1-2 hours (Female: 18%) (Male: 0%) with total mean of 18%; 2-3 hours (Female: 16%) (Male: 8%) with the total mean of 24%; More than 3 hours (Female: 14%) (Male: 4%) with the total mean of 18%. It was revealed that most of the senior high school students read less than an hour only.

Table 2
Frequency distribution table on time spent in reading

Frequency	Percent
20	40.0
9	18.0
12	24.0
9	18.0
50	100.0

The Table shows that majority of the respondents read less than an hour a day with a 40% result.

As indicated by Haliru, et.al (2015) reported that out of the 480 respondents 250 (52%) spent between less than an hour in reading.

"Reading plays an invaluable role in promoting ideas and ideals, which enhance both individual development and the socio-economic development of the nation (Ike, 2000)". Reading is a lifelong habit, the real wellspring of access to the

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information. It is taken as an understood practice that backs a person to accomplish unique power and builds up one's critical thinking capability. Reading habit, along these lines, is considered as a fundamental means for the advancement of individual characteristics, mental capacities, getting learning, information, and comprehension of a person (Clark and Rumbold, 2006).

2) Place to Read

Table 3 exposes the mean responses according to place where the respondents read. The mean of following places were: Home (Female: 60%) (Male: 16%) with the total mean of 76%; Library (Female: 12%) (Male: 6%) with the total mean of 18%; Classroom (Female: 2%) (Male: 0%) Others (Female: 4%) (Male: 0%) with the total mean of 4%.

Table 3
Frequency distribution table on preferable place to read

Place to Read	Frequency	Percent
Home	39	78.0
Library	8	16.0
Classroom	1	2.0
Other	2	4.0
Total	50	100.0

It was shown in the result that most of the senior high school students prefer to read at home rather than in school and other places.

The findings here agreed with those in the work of Ajila and Olutola (2000) which intimate that home condition influences the person reading habit since the parents are the major caretakers in a person's life. They stressed further that the family background and location of a child influences his/ her response to life circumstances and his level of performance.

3) Reading Materials

Reading plays a vital role in every student's development, from widening your vocabulary to improving your memory and knowledge. Senior high is one of the most exciting parts of every student's life where they get can explore a whole new environment. But aside from these experiences, senior high school is also a great time to learn new things and discover different skills in different reading materials.

Table 4 showed the mean responses according to different reading materials for the respondents. The mean of following reading materials were: Suggested by friends (Female: 42%) (Male: 14%) with the total mean of 56%; Library Services (Female: 8%) (Male: 8%) with the total mean of 16%; Bestseller/ Good reads list (Female: 50%) (Male: 8%) with the total mean of 58%; Online Portals (Female: 8%) (Male: 2%) with the total mean of 10%; Pick Randomly (Female: 30%) (Male: 8%) with the total mean of 38%; and Others; (Female: 2%) (Male: 8%) with the total mean of 10%.

Table 4
Frequency distribution table on reading materials

Suggested by Friends		
	Frequency	Percent
not selected	22	44.0
Selected	28	56.0
Total	50	100.0

The Table shows 56% of the respondents selected suggested reading materials by their friends while 44% did not.

According to Subbarau (2013), Another factor is 'hearing from friend' which is second most favored. Sense of believability and trust in friends could be the main reason for such choice. Despite the fact, the previous question said that friends were not the influence in choosing the reading material, peer recommendation of books still seem to carry a great deal of weight in students. They seem to share the trend and culture of students to gather knowledge. One may read what friends are reading and buy the same books where friends buying. So it is again peer pressure or peer recommendation could be working for these respondents.

Educator/teacher is also seen as motivator here. Responses say that teacher guiding them to choose a book is very much followed rather than asking a librarian or even looking for it at the bookshelves or bookstores. As teachers have direct contact with language learning classroom the respondents feel the importance after friends to choose the books suggested by teachers to enhance knowledge and information.

Table 5
Library services

	Frequency	Percent
not selected	42	84.0
Selected	8	16.0
Total	50	100.0

The Table shows 16% of the respondents selected library services while 84% did not.

As opposed to the findings of Subbaraua and Mustafab (2013), School Library (4 out of 26) and friends' books (4 out of 26) were found as one of the most sort outsources to find reading material. These students were finding for sources which are readily available as school library and friends where books are easily accessed to find for information for their language classes. Not forgetting public library, where 7 out 26 respondents said often, they use it. Home and bookstore which are rated by 10 out of 26 respondents and 7 out of 26 respondents respectively was 'not very often' looked out for to find resources. Many of these students are staying away from parent and are on their own that explains why 'Home' not very often found an easy access. That directly indicates the reason of choosing bookstore the 'not very often' source due to financial situation. The respondents must rely on their study loan and parents minimal financial support to sustain in the campus. So that hinders from respondent to go to bookstore or even spend their money there.

Table 6
Review and blurbs

	Frequency	Percent
not selected	42	84.0
Selected	8	16.0
Total	50	100.0

The Table shows 16% of the respondents selected review and blurbs as reading materials while 84% did not.

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According to Verma (2010), Reading habits have shifted as those who write for publications such as newspapers and magazines have changed some of their formatting to compete with this new, concise manner of writing. People no longer read long, informational articles and essays, but may simply skim through to find the pertinent information or the information that is most interesting to them. The shift in reading habits has been caused by the internet. It does not only affect non-fiction and factual writing. As people become more accustomed to reading only short blurbs, even in instant messages or one-line emails, their overall attention span for words is changing. This means that even their attention span for novels and longer literary pursuits is waning.

Table 7
Bestseller/ Good read list

	Frequency	Percent
not selected	21	42.0
Selected	29	58.0
Total	50	100.0

The Table shows that majority of the respondents selected bestseller/ good read list as their reading materials with a 58% result while 42% did not.

According to the findings of Subbarau (2013), suggest that students want to have easy reading materials only in a sense that it is easy to comprehend as well as easy accessibility. The resources are mainly found in the library, friend's recommendation followed by bookstore and classroom. The participants are mainly chosen the fictional genre of reading which they read for pleasure even though the topic interests are vary and most of these are found in best seller/ good read list which is already reviewed and categorized to their interest as well as their age.

Table 8
Online portals

	Frequency	Percent
not selected	45	90.0
Selected	5	10.0
Total	50	100.0

The Table shows that 10% of the respondents selected online portals while 90% did not.

Stewart (2018) pointed out that students use school libraries for relaxation, reading, computer technology and connecting to the Internet. Studies also show that with the rapid development of ICT and digital technologies, besides printed books, people increasingly want to read e-books and documents online (Verma & Malviya, 2014). Verma and Malviya studied and explored the impact of internet and digital media on reading habits of the respondents. They noted that the traditional reading habits of library users is now changed with the changing environment and working culture.

Table 9
Pick randomly

	Frequency	Percent
not selected	31	62.0
Selected	19	38.0
Total	50	100.0

The Table shows that 38% of the respondents selected pick randomly as a reading material while 62% did not.

The findings of Annamalai (2013) showed the influence on choice of reading materials. Few of the respondents prefer to read random literature then again these are all the items which influence them before choosing material to read. Ranging from title, course based, cover page, current issue, racing, facts, true story, stories, information and adventure based. Annamalai & Muniandy (2013) quoted one choose materials which are "attention grabber" and not something which is a put off for students.

Table 10
Other

	Frequency	Percent
not selected	44	88.0
Selected	6	12.0
Total	50	100.0

The Table shows that 12% of the respondents selected other as a reading material while 88% did not.

This part may include the opinion of parents and peers regarding reading literature and according to the findings of Subbarau (2013), The respondents seem to have a direct difference on the parents' and friends' views of the importance of reading. Mostly found parents of theirs have a serious say on reading. The parents are constantly showing warning to these students on reading being 'very, very important" (65%) and "very important" (35%). For friends, the opposite was true. 14 out 26 (54%) respondents' viewpoint was reading is "Important", while 3 (12%) said it is "not very important" and 1 (4%) said "not important at all". All the respondents who are students are felt that parents valued reading and their influence plays an important role in the development of their children's reading ability. Parents are motivators, where they encourage reading activities and offer their children more opportunities to read. The friends of the respondents however have an opposite influence. They do not regard reading as highly workable activity. While parents are encouraging the reading as a great guide and influence, friends hinder and are a block to these respondents. They do not seem to share the same interest very much with friends. Peers deter and feel reading to be of little or no importance which may stop the respondent from reading further.

C. Literature Reading

The subsequent tables establish the literature reading of the respondents on the (1) genre of the literature; (2) type of literature; (3) genre of fiction books; and (4) genre of non-fiction books.

1) Literature Genre

Table 5 exposes the mean responses of the respondents on the genre of the literature. The mean of following genre was: Classic Literature (Female: 12%) (Male: 2%) with the total mean of 14%; Contemporary Literature (Female: 20%) (Male: 6%) with the total mean of 26%; and Both Classic and

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Contemporary Literature (Female: 46%) (Male: 14%) with the total mean of 60%.

Table 11
Frequency distribution table on genre of literature

	Frequency	Percent
classic	7	14.0
contemporary	12	24.0
both	31	62.0
Total	50	100.0

In the result, it was shown that most of the respondents prefer reading both classic and contemporary literature.

According to Jeromey Mann, (2010) "Granted, the classics have lasted this long because they are one of a kind. There has only been one Ernest Hemingway, one Emily Dickinson, and one Shakespeare. Even if someone were to be ambitious enough to attempt to mimic a classic piece of literature, imitating every subtlety and every part that makes it so well loved would be impossible. But even Shakespeare can't do it all. While classic literature teaches students a lot, it can't cover everything. We need contemporary literature to fill in the gaps."

2) Type of Literature

Table 6 exposes the mean responses of the respondents on the type of literature. The mean of following types of literature were: Fiction; (Female: 24%) (Male: 2%) with the total mean of 26%; Non-fiction (Female: 4%) (Male: 2%) with the total mean of 6%; and Both Fiction and Non-fiction (Female: 50%) (Male: 16%) with the total mean of 66%.

Table 12
Frequency distribution table on type of literature

Type of Literature		
	Frequency	Percent
fiction	14	28.0
non-fiction	3	6.0
both	33	66.0
Total	50	100.0

In the Table, the result shown that the respondents prefer reading both fiction and non-fiction books.

"A novel can teach us how to behave well whereas a biography can inspire us to reach new career heights." (Yellavula, 2016)

According to Croston (2005), he reported that many students enjoy reading popular magazines, horror story, mysterious and other few other topics when they are outside of school. Apart from that, the middle school students also mentioned that they enjoy reading comics. As for the genres of assigned book, it is found that that the students enjoyed both the genres of fiction, and non-fiction but most favourably choose a topic of fantasy, adventure, horror and humour, which indicate to the fiction genres.

Reports from the findings of previous study have mostly agreed that fiction is the most preferably genres of reading materials chosen by the students regardless on which grades they are in. The Non-fiction books chosen by the students are ranging from fantasy, horror, humour, romance, as well as science fiction. Besides as explained by Arnstead (2004) the students choose a book to read by selecting the next one in a series, another book by the same author, or a book of their favourite type or genre. The students added that cover picture and the colours play important aspects on their selection of books by saying that it must be 'attention grabbing'. Other than books, students are reported to mostly read magazines although the topic interest may vary across genders. Girls tend to read teen issues, entertainments as well as fashion as topic interest while boys tend to choose sports and even automotive topics. However, study conducted in polytechnic somehow added newspaper as another material that read by the students. Family members, especially the mother is stated to be the most influential factor to inculcate reading habit towards learner and types of reading materials they choose to read.

3) Fiction Genre

Table 7 exposes the mean responses of the respondents on the fiction genre. The mean of following fiction genre were: Mystery (Female: 8%) (Male: 38%) with the total mean of 46%; Horror (Female: 6%) (Male: 20%) with the total mean of 26%; Crime Detective (Female: 14%) (Male: 30%) with the total mean of 44%; Romance (Female: 10%) (Male: 50%) with the total mean of 60%, Poetry (Female: 6%) (Male: 22%) with the total mean of 28%; and Realistic Teenage (Female: 8%) (Male: 44%) with the total mean of 52%.

Table 13
Frequency distribution table on fiction genre

Mystery or Thriller		
	Frequency	Percent
not selected	23	46.0
Selected	27	54.0
Total	50	100.0

The Table shows that 54% of the respondents selected Mystery or Thriller while 46% did not.

According to Subbaraua (2013), Somehow or rather the students like to invade fantasy world. Age and their environment in knowing engineering fact are perceived as an influence to read such books. Nevertheless, having chosen 'Humor' books makes the respondent to read for pleasure. Mystery is shown next to Humor then followed by Information books, Contemporary fiction, Biography, Science Fiction and Poetry.

Table 14
Horror

	Frequency	Percent
not selected	37	74.0
Selected	13	26.0
Total	50	100.0

The Table shows that 26% of the respondents selected Horror while 74% did not.

According to Croston (2005), he reported that many students enjoy reading popular magazines, horror story, mysterious and other few other topics when they are outside of school. Apart from that, the middle school students also mentioned that they

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enjoy reading comics. As for the genres of assigned book, it is found that that the students enjoyed both the genres of fiction, and non-fiction but most favorably choose a topic of fantasy, adventure, horror and humor, which indicate to the fiction genres.

Table 15
Crime detective

	Frequency	Percent
not selected	28	56.0
Selected	22	44.0
Total	50	100.0

The Table shows that 44% of the respondents selected Crime Detective while 56% did not.

Similar findings found in Aytaş (2003) that in Bozok University in Turkey low selection for crime detective. Also explained that selection of books is one of the most important problems when working on reading development processes. It is observed that incorrect books recommended for reading caused laziness and reaction towards reading in children.

Table 16
Romance

	Frequency	Percent
not selected	20	40.0
Selected	30	60.0
Total	50	100.0

The Table shows that majority of the respondents selected Romance with a 60% result while 40% did not.

Higginbotham (1999), examined the reading interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public school located in a southeastern state Atlanta, Georgia. The result of this study showed differences in interest by gender, which are congruent with many society's 7 stereotypes, female readers reported a stronger interest in Romance, Friendship while the males reported stronger preferences for the categories of Sports and Science.

Table 17
Poetry

	Frequency	Percent
not selected	36	72.0
Selected	14	28.0
Total	50	100.0

The Table shows that 28% of the respondents selected Poetry while 72% did not.

According to Ingraham (2015), The survey finds that the decline in poetry readership is unique among the arts -- particularly the literary arts. "Since 2002, the share of poetry-readers has contracted by 45 percent—resulting in the steepest decline in participation in any literary genre," the study concludes. Over the past 20 years, the downward trend is nearly perfectly linear – and does not show signs of abating.

Table 18
Realistic teenage fiction

	Frequency	Percent
not selected	24	48.0
selected	26	52.0
Total	50	100.0

The Table shows that 52% of the respondents selected Realistic Teenage Fiction while 48% did not.

In the Table, the result shown that the respondents preferred (1) Romance, (2) Mystery, and (3) Realistic Teenage.

In the study of Gilbert and Fister (2011) *Reading, Risk, and Reality: College Students and Reading for Pleasure,* the college student prefers mystery rank 1 (38.9) and romance rank 2 (28.1)

4) Non-Fiction Genre

Table 19 exposes the mean responses of the respondents on the non-fiction genre. The mean of following non-fiction genre were: Historical (Female: 38%) (Male: 8%) with the total mean of 46%; Self-help/Personality Development (Female: 34%) (Male: 10%) with the total mean of 44%;

Personalities/Biographies/Autobiographies (Female: 6%) (Male: 2%) with the total mean of 8%.

Table 19
Frequency distribution table on non-fiction genre

Non-Fiction Genre		
	Frequency	Percent
historical	23	46.0
self-help	22	44.0
Personalities	5	10.0
Total	50	100.0

The Table exposed the result that students read historical followed by self-help/personality development in a non-fiction type of literature.

Hence, the first step of selecting material for students is that; choose a text that that is based on students' interest as what stated by Anderson (1982), children paid more attention to interesting than non-interesting materials. The materials which are selected based on students' preferences will actively encourage students' participation in reading comprehension and subsequently will improve their reading comprehension performance. Thus, clearly there is a need for this study to be conducted as to identify the students' preferences towards reading materials which the results will be beneficial for teachers/educators in making decision in selecting appropriate materials for students.

D. Author Preferences

The subsequent Tables establish the author preferences of the respondents on (1) author's sex; and (2) related literature.

1) Authors' Sex

Table 9 exposes the mean responses of the respondents on the author's sex. The mean of following author's sex were: Male Author (Female: 0%) (Male: 2%) with the total mean of 2%; Female Author (Female: 2%) (Male: 0%) with the total mean of 2%; and Both Female and Male Authors (Female: 66%) (Male: 20%) with the total mean of 86%.

Table 20
Distribution of respondents according to author's sex

Author's Sex		
	Frequency	Percent
Male	1	2.0
female	1	2.0
Both	48	96.0
Total	50	100.0

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It was shown that both male and female authors were preferred by majority of the respondents. Similarly, the result finding of Shen (2006), with a 54% result preferred both male and female authors.

Singh (2011) examined author's sex and nationality and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and literature preferences. Bhan and Gupta (2010) on the other hand examined study habits among the students belonging to scheduled caste and non-scheduled caste group and author' sex in literature they read. The results revealed that sex has no significant impact on the study habits and literature preferences of students.

2) Related Literature

Table 10 exposes the mean responses of the respondents on the related literature. The mean of following related literature were: Local (Female: 10%) (Male: 4%) with the total mean of 14%; Foreign (Female: 2%) (Male: 2%) with the total mean of 4%; Both Local and Foreign Literature (Female: 66%) (Male: 16%) with the total mean of 86%.

Table 21
Distribution of respondents according to related literature

Related Literature		
	Frequency	**Percent**
Local	7	14.0
foreign	2	4.0
Both	41	82.0
Total	50	100.0

It was shown that both local and foreign literature were preferred by most of the respondents.

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits but in terms of local and foreign literature most students prefer both. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2012).

For the second part of the survey questionnaire, it determines the reading habits of the respondents.

Table 22
Item 1

	Frequency	**Percent**
YES	10	20.0
NO	40	80.0
Total	50	100.0

Item number 1: "I refer to read the end part of the book first." This habit is considered bad and as stated in the result the 20% of the respondents answered YES while the other 80% answered NO.

From the website LikeToRead.com by Karen Haag (2017), Students should practice reading the whole book before any judgement to improve. To that end, students make reading book bags. From the library, the classroom library, and home, they collect 3-5 books, comics, magazines, graphic novels, or newspapers. They read on the same topic or in an author or genre series for a long time if they wish. Read books to share the knowledge to others and to be able to do that, book must be read from beginning to end.

Item number 2: "I refer to read while lying in bed." This habit is considered bad and as stated in the result, 78% of the respondents answered YES while the other 22% answered NO.

A topic about eye health that is currently doing the rounds in social media is reading while lying down. Some research studies have proved a connection between this common habit and permanent eye damage. And concerned people are looking back to years of curling up in bed with a book and wondering what their next routine eye check-up will reveal about the state of their eyes.

Table 23
Item 2

	Frequency	**Percent**
YES	39	78.0
NO	11	22.0
Total	50	100.0

According to the article Healthy lifestyle=Healthy eyesight, When reading from a lying-down position, the eyes have to focus upwards and this less-than-optimal angle can cause severe eyestrain doing this for long periods at a time. The condition is called Asthenopia and it is pretty commonplace. But the strain that happens from reading in a supine position is not on the eyeballs. It is on the muscles that surround the eyes – the extraocular muscles that help rotate the eyes and orient them to the object being viewed. Eyes fatigue is just like muscle tiredness in the rest of the body, and a subtle indication might notice of this while reading in bed is taking a little bit longer to read a sentence from one end to another.

Table 24
Item 3

	Frequency	**Percent**
YES	23	46.0
NO	27	54.0
Total	50	100.0

Item number 3: "I refer to judge the book by its cover before reading." This habit is considered bad and as stated in the result 46% of the respondents answered YES while 54% answered NO.

Yet, Ofsted report (2004) noted that too few schools have given sufficient thought to promoting pupils' independent

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reading or have built on pupils' reading interests. Although reluctant readers may need guidance in recognizing their reading interests, pupils can be shown a number of selection criteria, including looking at the book cover, reading the reviews in the blurb or the back cover and reading sections of the book (Primeaux, 2000). Results from surveys such as the one described above show that schools and families need to ensure they tap into this richness in pupils' reading, which is not necessarily print-based, to hook children into reading.

Table 25
Item 4

	Frequency	Percent
YES	48	4.0
NO	2	96.0
Total	50	100.0

Item number 4: "I can read independently for enjoyment." This habit is considered good and as stated in the result, 4% of the respondents answered YES while 96% answered NO.

According to Nell (2003), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. Holden (2004) also conceived of reading as a "creative activity" that is far removed from the passive pursuit it is frequently perceived to be. Others have described reading for pleasure as a hermeneutic, interpretative activity, which is shaped by the reader's expectations and experiences as well as by the social contexts in which it takes place (e.g. Graff, 1992). But reading for pleasure is so much more than just a form of play or escapism – it is also a way of connecting with text.

According to Pullman (2004), writing on the features that make reading pleasurable: Consider the nature of what happens when we read a book. It is not like a lecture: it is like a conversation. There is a back-and-forth about it. The book proposes, the reader questions, the book responds, the reader considers. And we are active about the process. We can skim or we can read it slowly; we can read every word, or we can skip long passages; we can read it in the order it presents itself, or we can read it in any order we please; we can look at the last page first, or decide to wait for it; we can put the book down and we can assent or we can disagree.

Table 26
Item 5

	Frequency	Percent
YES	24	48.0
NO	26	52.0
Total	50	100.0

Item number 5: "I can cover the page with a colored plastic sheet to help the words settle." This habit is considered good and as stated in the result 48% answered YES while 52% answered NO.

According to Jerome Mann (2010), Some students with difficulties love using a non-glare piece of plastic to cover the page. It is discovered that covering the words with plastic overlays – a color unique to each reader – helps the words stop

moving for these readers. At the beginning of the year, each student selects a colored plastic sheet and try it. Within 2-3 days, most students give it back. However, every year, 1-3 students keep their plastic sheets and read with it all the time.

Table 27
Item 6

	Frequency	Percent
YES	30	60.0
NO	20	40.0
Total	50	100.0

Item number 6: "I refer to read by flipping pages to finish a book." This habit is considered bad and as stated in the result, 60% of the respondents answered YES while 40% answered NO.

By flipping the pages, most likely the reader cannot comprehend the text, or the content written in the book. The tendency is that the reader will skip the important part and find the book no lesson because of lack of understanding. The purpose of this habit is to only finish a book but no comprehension at all.

Table 28
Item 7

	Frequency	Percent
YES	48	96.0
NO	2	4.0
Total	50	100.0

Item number 7: "I can learn vocabulary and collect words in the reading material." This habit is considered good and as stated in the result, 96% of the respondents answered YES while 4% answered NO.

According to the Haag (2017), Find new, interesting, important, or fun words. Record them in a composition notebook. Read the context and write a guess about what the word means. Look up the word. If right, check it (√). If wrong, choose the definition from the dictionary that matches and write it in own words. To encourage students to collect words, set aside 15 minutes a couple times a week for students to sit with 2-3 friends and share vocabulary they found or words with which they need help. Continue to be amazed by how much the students enjoy collecting words once turned onto the hobby.

Table 29
Item 8

	Frequency	Percent
YES	31	62.0
NO	19	38.0
Total	50	100.0

Item number 8: "I can set a reading goal." This habit is considered good and as stated in the result, 62% of the respondents answered YES while 38% answered NO.

According to the website LikeToRead.com by Karen Haag (2017), Set a new goal. Keep a record of progress. When conferring with students, the suggestions can become the student's goal. For example, teach the student to find small

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words within big words, then that becomes the student's personal reading goal. The student records it in a central place – in a daybook in my classroom – and brings the goal every meeting. If the student has mastered the goal, another goal can be set. If not, the student continues to work on the objective until it is mastered. If visitors walk into my classroom, the students tell them their personal reading (and other subject) goals. They can also write about their personal goals and cite evidence that they were improving. An interesting reflection question to ask is, "How do you know you're a better reader?"

Table 30
Item 9

	Frequency	Percent
YES	15	30.0
NO	35	70.0
Total	50	100.0

Item number 9: "I refer to read multiple books at the same time." This habit is considered bad and as stated in the result, 30% of the respondents answered YES while 70% answered NO.

According to Karen Haag (2017), Readers should ask this question when reading literature "Does this make sense?" If not, reread or use other strategies until it does. Often readers just keep reading even when the book stops making sense or when the reader quits paying attention. A simple habit to get into is to stop when the reader realizes he is lost. Rereading, reading slower, whisper reading, physically getting up and moving, or asking someone what a word means are all actions readers can take to get back on tract and focus on one book at a time.

Table 31
Item 10

	Frequency	Percent
YES	27	54.0
NO	23	46.0
Total	50	100.0

Item number 10: "I refer to folding the edge of the page to use it as a marker." This habit is considered bad and as stated in the result, 54% of the respondents answered YES while 46% answered NO.

In the checklist answered by the respondents, 10 different habits are included to determine whether their reading habits were good or bad.

The result of the respondents' reading habits is 65% and revealed as a Good Habit. Literature teachers are encouraged to conduct a synchronize reading activity to monitor and supplement good reading habits.

E. Suggested Reading Materials

The suggested reading materials were drawn from the result of the preferred reading materials of the respondents which is bestseller/good read list with a result of 58%. For the genre of fiction literature, majority of the respondents selected romance with a result of 60% followed by mystery with 54% and realistic teenage genre with 44%. Below are the list of suggested reading materials.

4. Romance

A. Gone with the Wind by Margaret Mitchelle

This 1937 Pulitzer-winning epic novel—which Goodreads calls "one of the most popular books ever written"—tells the story of headstrong leading lady Scarlett O'Hara. The Southern Belle fights for the love of her life and for the preservation of her family's plantation in the midst of the Civil War and the Reconstruction Era**.**

B. It Ends with Us by Colleen Hoover

As 2016's Goodreads' Choice Winner for Romance, Hoover's It Ends with Us is what many fans called a "powerful" and "unexpected" story that follows main character, Lily, through the tumultuous stages of an abusive relationship.

C. Me Before You by Jojo Moyes

In the first of the beloved *Me Before You* trilogy, after desperately taking on a new job, "ordinary girl" Louisa Clark falls in love with her boss, wheelchair bound-grump Will Traynor. The story was made into a 2016 movie, starring Sam Claflin and *Game of Thrones'* Emilia Clarke.

D. Pride and Prejudice by Jane Austen

Arguably one of the greatest romance novels of all time, Austen's Pride and Prejudice follows the opinionated heroine, Elizabeth Bennet, as she frequently finds herself at odds with her beau, the uptight Mr. Darcy. Keira Knightley earned an Oscar nomination for her portrayal of Bennet in 2006.

E. The Thorn Birds by Colleen McCullough

Another staple of the genre, The Thorn Birds is a romantic saga set in the Australian outback, following the Cleary family across decades. The central story focuses on only- daughter Meggie, and the forbidden love she shares with a priest.

F. Outlander by Diana Gabaldon

Currently a steamy, hit series on Starz, the first in this eight-book saga starts off with lead character, Claire, somehow traveling into the past to 1740s Scotland. It's there that she begins a passionate relationship with a young warrior named Jamie Fraser.

G. The Hating Game by Sally Thorne

In Thorne's bestselling debut novel, Lucy Hutton and Joshua Templeman are both executive assistants at a publishing company. Lucy is bubbly and quirky, and Joshua is meticulous and a bit more reserved.

H. Dark Lover by J.R. Ward

The first of J.R. Ward's ongoing 16 novel series, Black Dagger Brotherhood, follows purebred vampire leader, Wrath, as he unexpectedly falls in love with half-breed Beth, who's quickly introduced to an intriguing paranormal world.

I. The Notebook by Nicholas Sparks

In one of Nicholas Sparks' most well-known books, we're treated to the enduring, timeless love of Allie and Noah who,

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despite years of separation, always find their way back to each other.

J. The Rosie Project by Graeme Simsion

International bestselling book, The Rosie Project, is narrated by main character Don Tillman, a socially awkward genetics professor who's determined to find a wife. With the help of the "Wife Project," a 16-page scientific survey, he finds Rosie, an unlikely match who eventually wins his heart.

5. Mystery

A. The Girl with the Dragon Tattoo by Stieg Larsson

A run-away bestseller, The Girl with the Dragon Tattoo has everything a mystery requires. Murder, family ties, love in the air, and financial shenanigans. Mikael Blomkvist, a disgraced journalist, and Lisbeth Salander, a tattooed and pierced hacker genius, are on the case. They uncover family iniquity and corruption at the top of Sweden's industrial ladder.

B. And then there were None by Agatha Christie

Ten people, strangers, gather on a private island as weekend guests of an unseen eccentric millionaire. These strangers have secrets to keep, but one by one they are murdered. They all have something in common, though—they each have a wicked past they're hiding, a secret that seals their fate. Only the dead are above suspicion.

C. The Curious Incident of the Dog in the Night-Time by Mark Haddon

Christopher John Francis Boone's logical mind can find patterns and rules for everything but has little time or inclination for understanding human emotions. When his neighbor's dog, Wellington, is killed, he starts a quest to find the killer using Sherlock Holmes as his model.

D. Rebecca by Daphne du Maurier

The dashing widower Maxim de Winter sweeps the heroine off her feet and into a sudden marriage, which seems beyond good luck for her. Orphaned and working as a lady's maid, she is astonished at his massive country estate. Little does she know his late wife casts a huge shadow over everything in her new life? Rebecca presents a lingering evil that could destroy their new marriage from beyond the grave.

E. The Spy Who Came in From the Cold by John Le Carré

Tired of British intelligence and the shady dealings of international espionage, Alec Leamas is ready to end his career. When the last agent under his command is killed, he hopes he can come in from the cold for good. His master, Control, instead sends Leamas into the middle of East German Intelligence to play the part of a dishonored spy and lure the enemy to his defeat.

F. Gone Girl by Gillian Flynn

Nick and Amy Dunne seem to have it all, but Amy goes missing on their fifth wedding anniversary. All indications point to Nick, and as the police and media close in on him, things take a new turn. Amy isn't who everyone thought she was, but neither is Nick. As lies, deceits, and inappropriate behavior stack up, you're left to wonder if Nick is really a killer.

G. The Hound of the Baskervilles by Arthur Conan Doyle

An ancient curse suddenly flairs up in Victorian England. The towers of Baskerville Hall and the open country of Dartmoor around it cover myriad secrets that Sherlock Holmes and Dr. Watson must unravel. The iconic detective is contemptuous of anything supernatural, but the hound from the moor will haunt your dreams to come.

H. The Postman Always Rings Twice by James M. Cain

In a nutshell, a drifter stumbles into a job, an erotic obsession, and into murder. The Postman Always Rings Twice was the inspiration for Albert Camus's The Stranger. It is a feverish tale of a man who normally catches the next train when life gets too intense. This time, he falls into an affair with a married woman who wants to plan her husband's murder.

I. The Woman in White by Wilkie Collins

The book opens with an other-worldly encounter on a moonlit London Road with a woman dressed in all white. Walter Hartright is the drawing master for Laura Fairlie and becomes involved in the sinister motivations of Sir Percival Glyde and Count Fosco. The Woman in White was the first, influential Victorian novel that combined Gothic horror with psychological realism.

J. The Thirteenth Tale by Diane Setterfield

Author Vida Winters spent her career creating outlandish life histories for herself that kept her violent and tragic past a secret. Now that she's old and ailing, she wants to tell the truth and summons biographer Margaret Lea. Margaret has her own secret past that bothers her, which curiously parallels Vida Winters' story. She demands the truth from Vida, and together they confront their ghosts.

6. Realistic Teenage Fiction

A. The Golden Compass by Philip Pullman

Philip Pullman's The Golden Compass tells the thrilling adventure of a young girl and her dæmon (a.k.a. the animal manifestation of her soul), who unravel a mystery tied to her father and ever-mysterious mother. Like many of the books on this list, The Golden Compass is one of those novels you read as a teenager, and re-read as an adult with just as much enjoyment.

B. Eleanor & Park by Rainbow Rowell

This sweet book is about two misfits who bond over their shared quirkiness and love of music. More than that, it's about friendship, loss, and longing — especially when it comes to Eleanor, who lives with her family at her horrible step-father's home, and relies on Park to help her escape.

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C. The Age of Miracles by Karen Thompson Walker

Imagine if the earth started slowing down, and suddenly there were more and more minutes in a day. That's what happens right before protagonist Julia's birthday, and it throws the world — not to mention her family and her friendships — into chaos as humanity faces extinction.

D. Prep by Curtis Sittenfeld

Prep came out in 2005 and is already considered a cult classic coming-of-age story. The book is about a highly relatable girl who leaves her small town and goes to a fancy preparatory school — where she astutely observes her fellow elitist students, until one day her spot is blown up by a journalist who publishes her thoughts on race and class.

E. We Were Liars by E. Lockhart

We Were Liars has pretty much everything you could want in a YA novel: mystery, romance, memory loss tied to a suspicious event, super rich kids frolicking on an island — all the bases are covered. At the risk of spoiling everything, we'll just say that a group of kids' vacation at their family estate is a lot more complicated than it seems.

F. A Wrinkle in Time by Madeleine L'Engle

Another timeless classic that'll entertain countless generations of teens, A Wrinkle in Time is an epic adventure about a girl who travels through time, space, and alternate dimensions to save her father and save the world.

G. Stargirl by Jerry Spinelli

Stargirl is about a boy named Leo who anonymously receives a necklace from a mysterious person who simply goes by "Stargirl." Flash-forward a few years later, and the super eccentric Stargirl shows up at school — only to be bullied for being different. While Leo likes Stargirl for who she is, even he struggles with nonconformity vs. popularity. This book is basically an ode to being yourself, and its super well-written to boot.

H. The Book Thief by Markus Zusak

Set in Nazi Germany, the book thief follows a young girl whose foster father teaches her to read. She ends up stealing books that the Nazi party is trying to destroy, and forms a close bond with a Jewish refugee the family takes in.

I. I'll Give You the Sun by Jandy Nelson

I'll Give You the Sun follows twins named Noah and Jude who have a ton of secrets and even more guilt about said secrets. The book is divided up into two halves — the first from Noah's POV, the second from Jude's POV — giving the reader insight into the complexities of both their characters and the history that ties them together.

J. The Perks of Being a Wallflower by Stephen Chbosky

The Perks of Being a Wallflower is one of those books that any self-identifying high school misfit can relate to, about an awkward teen whose life changes when he makes two new friends and finally has people who get him and his (admittedly hipster) taste. The book expertly explores some pretty dark themes.

7. Summary, Conclusions and Recommendations

This chapter presents the summary of important findings, the conclusions drawn from the findings and the recommendations identified.

A. Summary

This study sought to find out the literature reading habits and preferences of ABM 11 students to attract these students towards reading.

1) *Profile of the Respondents:*
   1. Majority of the respondents are female with 39 or 78% and 11 or 22% male.

2) *Reading Preferences of Male and Female Respondents in Terms of:*
   1. Time spent on reading

   Majority of the respondents read less than an hour a day, 30% for the female respondents and 10% for the male respondents with a total percentage of 40.

   2. Place Preferences when reading

   Majority of the respondents prefer to read at home, 60% for the female respondents and 16% for the male respondents with the total percentage of 78%

   3. Selected Reading Material

   Majority of the respondents selected bestseller/good read list as a reading material with a percentage of 58.

3) *Literature Reading*
   1. Genre of Literature

   Majority of the respondents selected both classic and contemporary literature, 46% female respondents and 14% male respondents with the total percentage of 62.

   2. Type of Literature

   Majority of the respondents selected both fiction and non-fiction books as a type of literature, 50% female respondents and 16% male respondents with a total percentage of 66.

   3. Genre of Fiction books

   Majority of the respondents selected romance as a genre of fiction books, 50% female respondents and 10% male respondents with a total percentage of 60.

   4. Genre of Non-fiction books

   Majority of the respondents selected historical as genre of non-fiction books with a total percentage of 46 followed by self-help/ personality development with a percentage of 44.

4) *Authorship Preferences in Reading of Male and Female Respondents in Terms of:*
   1. Author's Sex

   Majority of the respondents prefer to read books written by both male and female with a percentage of 96.

   2. Related Literature

   Majority of the respondents prefer to read both classic and contemporary as a literature genre with a percentage of 62.

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5) What are the Reading Habits of the Respondents?

Majority of the respondents does not refer to read the end part of the book with an 80% result.

Majority of the respondents refer to read while lying in bed with a 78% result.

Majority of the respondents doesn't refer to judge the book by its cover before reading with a 54% result.

Majority of the respondents can read independently for enjoyment with a 96% result.

Majority of the respondents cannot cover the page with a colored plastic sheet to help the words settle with a 52% result.

Majority of the respondents refer to read by flipping pages to finish a book with a 60% result.

Majority of the respondents can learn vocabulary and collect words in the reading materials with a 96% result.

Majority of the respondents can set a reading goal with a 62% result.

Majority of the respondents doesn't refer to read multiple books at the same time with a 70% result.

Majority of the respondents refer to fold the edge of the page to use it as a marker with a 54% result.

Majority of the respondents can read fluently in phrases, not word for word with a 78% result.

Majority of the respondents can read to someone, with someone, and by herself every day with a 64% result.

Majority of the respondents can read fluently in phrases, not word for word with a 78% result.

Fig. 4. Realistic Teenage Fiction

Majority of the respondents can ask constantly whether the thought in the book make sense and if not, the respondents will use fix up strategies with a 62% result.

Majority of the respondents can use an index card to track the words if needed with a 56% result.

Majority of the respondents doesn't refer to read fast even without comprehension with a 78% result.

Majority of the respondents refer not to look for the definition of unfamiliar words because it takes time with a 74% result.

Majority of the respondents doesn't refer to watch the movie first before reading the book with a 68% result.

Majority of the respondents refer not to read at all with an 86% result.

B. Conclusion

- Seemingly, the respondents devote less time in reading literature, prefer to read at home and read mostly bestseller/ good read list. As indicated by Haliru, et.al (2015) reported that out of the 480 respondents 250 (52%) spent between less than an hour in reading

- As a whole, the respondents prefer both classic and contemporary literature, both fiction and non-fiction books. For the fiction books, majority of the respondents prefer romance while historical for the non-fiction. According to Jeromey Mann, (2010) "Granted, the classics have lasted this long because they are one of a kind."

- In the end, the respondents prefer both male and female local and foreign authors. Similarly with the result finding of Shen (2006), with a 54% result preferred both male and female authors.

- Based from the result of the reading habits checklist, the respondents have good reading habits thus enhancement is encouraged.

- The suggested reading materials are drawn from the data gathered and majority of the respondents selected romance with a 60% result followed by mystery with 54% and realistic teenage fiction with 44%. In the study of Gilbert and Fister (2011) *Reading, Risk, and Reality: College Students and Reading for Pleasure,* the college student prefer mystery rank 1 (38.9) and romance rank 2 (28.1).

C. Recommendations

- It is recommended for the respondents to devote at least more than an hour of reading a day, a downloadable book for them to read at home that is considered bestselling book.

- For effective promotion of reading habits, skills and culture, reading must be made pleasurable and voluntary by giving variety of books that the students can choose from.

- Local and foreign literature written by both female and male authors are recommended as a reading material for the respondents.

- Encourage literature teachers to conduct a synchronize

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reading activity to monitor and supplement good reading habits.

- One of the steps taken to minimize reading problems would be to incorporate study skills components within the courses or to make reading lists more manageable. This activity can assist in the promotion of autonomous learning and make students more independent and resourceful.

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