



## THE READING INTERESTS OF SECOND LANGUAGE LEARNERS

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### ABSTRACT

This study was endeavored to determine the reading interest of the second language learners. The descriptive design was employed in the study using the survey questionnaire. The study revealed that the respondents prefer to read non-fiction books specifically accounting related subjects. Readers' Digest is the most favored magazine read, Health and Home is the favored type of journal and Philippine Daily Inquirer is the chosen newspaper.

**KEYWORDS:** *reading, reading interest, non-fiction*

### I. INTRODUCTION

The human being is said to have a natural thirst for knowledge. The printed page imparts knowledge and it is only through reading that we acquire such knowledge. This skill does not allow man to gather information alone, but it also broadens man's experiences and serves as a vehicle in carrying out one's occupation effectively and efficiently. It plays an important role in almost every aspect of human endeavor.

During the last few decades, the growth of knowledge had been very rapid which simply implies that if men do not read, they are left behind in terms of significant information. Reading materials for this matter are, therefore, very helpful in keeping men, themselves abreast of current world activities.

Today, there are many available reading materials that cater to man's reading needs and tastes like books, newspapers, comics, handouts and other reading materials online that are informative in nature. Among these various reading materials, the book including ebooks as many writers have printed out, is still the most compact and portable device available for the storage and retrieval of information and ideas. Betts (2012) reported that there are always students in the classroom who neither talk nor read. Scolding, nagging cajoling and the like are the poor substitute for a fundamental attack on the problem. The



child's chief interest must be discovered and the way is opened for something worthwhile to discuss. In short, the student's notion about reading process can be developed by directing the attention to sources of information pertinent to his interests and needs. Halton and Cury(2012) agreed with Betts and added that the mark interests of young readers should carefully considered and kept in mind as the basis for deciding what reading materials in the library should be acquired.

Reading is preferred to in learning institutions even in higher institutions as one of the important three R's which become the reason the researcher would like to find out the reading interests of Second Language Learners of Cagayan State University, College of Business, Entrepreneurship and Accountancy.

## **STATEMENT OF THE PROBLEM**

The study aimed to determine the reading interests of the second language learners under the Marketing Management of Cagayan State University, College of Business, Entrepreneurship and Accountancy.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the marketing management students in terms of:
  - 1.1 sex;
  - 1.2 parents' educational attainment;
  - 1.3 occupation of parents;
  - 1.4 gross family income?
2. What are the reading interests of the Marketing Management students of the College of Business, Entrepreneurship and Accountancy?

## **SIGNIFICANCE OF THE STUDY**

Every student dreams of becoming successful. In this regard, the need of identifying one's reading counts much for a vision to be realized. This study will be of great help to the following group of people:



**Students.** The result of reading materials that meet their tastes will develop in them strong and permanent desire to read, thereby, one way of providing wholesome recreational activities.

**School Administration.** The result of this study will guide them as to the type of books, periodicals and other reading materials that should be acquired for student's use in the library for the enhancement of their vocabulary and reading comprehension as well.

**Language Educators.** As teachers, the need of identifying the reading interest of students will enable them to have proper understanding of books and selections that meet the interest of the learners. In this way, lessons in reading will become more meaningful and animated.

**Parents.** The result of the study may give the parents idea as to what kind of reading materials will they provide for their sons and daughters.

**Researcher.** Through this study, the researcher will become more aware of the kind of reading selection she will use in teaching. In this way, learning becomes more enjoyable and interesting.

**School Librarian.** The result of the study will serve as a guide in the acquisition of reading materials for learners to use.

**Other Researchers.** This study will serve as reference in the future particularly those who opt to conduct studies pertaining to the reading interests of high school students.

## **SCOPE AND DELIMITATION OF THE STUDY**

The study was focused on determining the reading interest of Marketing Management Students of Cagayan state University. Moreover, the respondents interest on reading journals, books, magazines and newspapers are only considered.



## **DEFINITION OF TERMS**

The terms below are defined operationally and conceptually for the better understanding of the problem under study.

**Books.** The term is referred to the number of printed pages fastened together and enclosed in a cover.

**Fiction.** It tells a story which is usually a by-product of one's

**Interest.** This is a way of feeling, frame of mind. A person has an interest on the activity when he finds it satisfying, when he enjoys doing it, when he talks about it, and his best at it.

**Journals.** It refers to any newspaper or magazine published at regular intervals.

**Magazine.** It is referred to a paperback periodical publication usually published daily or weekly, which reports the latest news or current events and offers opinion on them.

**Non-fiction.** The term means a writing that gives information or describe real events, rather than telling a story.

**Reading.** The term involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings build up through past experience, and the construction of new meanings through manipulation of concepts already possessed by the reader.

**Reading Interest.** It refers to the student's favorite reading materials to read like books, newspapers, journals, comics, and pamphlets.

## **II. METHODOLOGY**

### **Research Design**

The study adopted the descriptive design type of research in order to obtain precise and valuable information about the reading interests of the second language learners.

### **Respondents of the Study**

The study was conducted with 39 First Year Management Marketing students in the College of Business, Entrepreneurship and Accountancy at Cagayan State University for the



school year 2017-2018, serving as subjects and respondents of the study as shown in table 1.

**Table 1**

**Frequency and Percentage Distribution of Respondents' Sex**

Sex	Frequency	Percentage
Male	6	15.38
Female	33	84.62
Total	39	100.00

Table 1 reveals that of 39 respondents, 6 (15.38%) are males and 33 (84.62%) are females, giving the picture that there are more female students than male students in Marketing Management class. This implies that the class is female dominated. This result is in consonance to with the study of Talosaet *al.* (2018) which revealed that females comprised the majority of the respondents in their study titled, "Evaluation of Second Language Learners' Syntactic Errors in ESL.

## instrumentation

The data were gathered through the questionnaire for the students. Its parts are the following: Part 1 was centered on the socio-demographic characteristics of the respondents like age, sex, and parent's educational attainment, occupation of parents, gross family income and residence. Part 2 contained items on the reading interest of the respondents like books, magazines, newspapers, journals, and comics. Questions on the length of time in reading these materials, frequency of reading and sources of these materials were also indicated. Part 3 contained questions on the reading preferences of the students.

## Data Gathering Procedure

In determining the students' profile as to sex, parent's educational attainment, occupation of parents, gross family income and residence, the researcher undertook the following steps: First, she constructed a questionnaire for the students in order to collect information on the students' profile. Having completed it, the researcher floated the



questionnaire to the respondents and retrieved it after two days. Subsequently, the researcher proceeded in tallying the results.

### Statistical Tool

To answer the problems, the data were collected, tabulated and interpreted. Frequency and percentage distribution were used to describe the responses of the respondents.

## III. ANALYSIS AND FINDINGS

Table 2

Frequency and Percentage Distribution of Respondents According to Parents' Educational Attainment

Highest Educational Attainment	Frequency	Percentage (%)
College	12	30.77
College Undergraduate	9	23.08
Secondary Graduate	10	25.64
Secondary Undergraduate	5	12.82
Elementary Graduate	3	7.69
Total	39	100

In terms of the highest educational attainment of the Respondents' Parents, table 2 shows that 12 (30.77%) of the respondents' parents are college graduates, 10 (25.64%) are secondary graduates, 9 (23.08%) are college undergraduate, 5 (12.82%) are secondary undergraduate and 3 (7.69%) are elementary graduates. This indicates that majority of their parents have educated themselves.



**Table 3**

**Frequency and Percentage Distribution of Respondents According to Occupation of Parents**

Parents' Occupation	Frequency	Percentage
Government Employee	7	17.95
Business persons	1	2.56
OFW	15	38.46
Private Employee	5	12.82
Housekeeper	11	28.21
<b>Total</b>	<b>39</b>	<b>100.00</b>

Table 3 reveals that 15(88.46%) of the respondents have parents who are OFWs, 11 (28.21%)are housekeepers, 7(17.95%) are government employees, 5 (12.82%) are private employees and 1 (2.56%) are business persons. This implies that majority of the parents' respondents have settled working abroad.

**Table 4**

**Frequency and Percentage Distribution of Respondents' Parents According to Gross Monthly Income**

Gross Monthly Income	Frequency	Percentage
25,000-27,000 and above	15	38.46
21,000- 24,000	7	17.95
17,000- 20,000	3	7.69
13,000-16,000	2	5.13
9,000-12,000	1	2.56
5,000-8,000	6	15.38
5,000 below	5	12.83
<b>TOTAL</b>	<b>39</b>	<b>100.00</b>



As illustrated in Table 4, 15 (38.46%) of the respondents' parents have a gross monthly income of 25,000-27,000 and above, followed by 7 (17.95%) have 21,000-24,000 gross monthly income and thirdly, 6 (15.38%) have gross monthly income of 5,000 – 8,000 pesos. The result suggests that parents can really afford to send their children to tertiary level of education.

**Table 5**

**Frequency and Percentage Distribution of Respondents According to their Reasons  
In Reading**

Reasons	Frequency	Percentage
To improve my vocabulary	3	7.69
To increase my knowledge	3	7.69
To help my self informed	8	20.52
To help improve my reading comprehension	5	12.82
To prepare myself for class discussion	20	51.28
<b>TOTAL</b>	<b>39</b>	<b>100</b>

Table 5 shows the respondent's reasons in reading. 20 (51.28%) of the total respondents read in order to ton prepare themselves for class discussions, 8( 20.52%) read to keep themselves informed, 5 (12.82% ) find reading as a means to improve their reading comprehension and 3(7.69%) believe that reading improves their vocabulary and at the same time increases their knowledge. This implies that college students show willingness to improve themselves intellectually.



**Table 6**

**Frequency and Percentage Distribution of Respondents According to the Type of Books Preferred**

Type of Books	Frequency	Percentage
Fiction	13	33.33
Non-Fiction	26	66.67
<b>TOTAL</b>	<b>39</b>	<b>100</b>

Table 6 reveals the type of books read by the respondents. There are 26 (66.67%) of the total respondents prefer to read non-fiction books while 13 (33.33%) of the group read fiction books. This suggests that students read books intended for their lessons.

**Table 7-A**

**Frequency and Percentage Distribution of Respondents According to the Subject of Fiction Books Preferred**

Type of Fiction Books	Frequency	Percentage
Love Story	7	53.85
Suspense	3	23.08
Comedy	2	15.38
Horror	1	7.69
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>

Table 7-A shows the distribution of the 13 respondents according to the subject of fiction books they read. Love story came out as the most popular type of fiction book with 7 (53.85%) readership, 3 (23.08%) for suspense stories, 2 (15.38%) for comedy and lastly, 1 (7.69%) for horror. This only advocates that readers are teenagers who are engrossed reading love stories.



**Table 7-B**

**Frequency and Percentage Distribution of Respondents According to the Frequency of Reading Fiction Books**

Frequency of Reading	Frequency	Percentage
Daily	0	0
Once a week	13	100.00
Twice a week	0	0
Three times a week	0	0
Once a month	0	0
TOTAL	5	100.00

Table 8-B presents that all the 13 respondents read fiction books once a week after their long week days in school. This only means that reading fiction books is made as pastime for students after rigorous intellectual activities in schools.

**Table 8-A**

**Frequency and Percentage Distribution of Respondents According to the Subject of Non-Fiction Books Read**

Subject of Non-fiction Books Preferred	Frequency	Percentage
Accounting related topics	10	38.46
Language (English Grammar)	6	23.08
Letters	3	11.54
Essays	4	15.38
Ethics of Family Relationships and social relationships	3	11.54
TOTAL	26	100.00

Table 8-A enumerates the subject of non-fiction books that readers prefer to read. It is revealed that 10 (38.46%) among the respondents prefer to read accounting related subjects followed by 6 (23.08%) read about language specifically grammar, 4 (15.38%) love



reading essays, 3 (11.54%) chose to read letters and ethics on family relationships and social relationships.

**Table 8-B**

**Frequency and Percentage Distribution of Respondents According to How Often They Read Non-Fiction Books**

Frequency of Reading	Frequency	Percentage
Daily	10	38.46
Once a Week	3	11.54
Twice a Week	4	15.38
Three Times a Week	6	23.08
Once a Month	3	11.54
TOTAL	26	100.00

Table 8-B shows that there are 10 (38.46%) of the respondents read daily; 6(23.08%) read three times a week, 4 (15.38%) read twice a week and 3 (11.54%) non-fiction books both for once a week and once a month. This implies that students read their everyday lessons.

**Table 9-A**

**Frequency and Percentage Distribution of respondents According to the Type of Magazines Preferred**

Types of Magazines	Frequency	Percentage
Education	20	51.28
Business	9	23.08
Sports	5	12.82
Life and Style	5	12.82
TOTAL	39	100.00



Table 9-A shows that 20 (51.28%) of the respondents prefer to read magazines about education; 9 (23.08%) read about business; 5 (12.82%) read sports together with life and Style. It reveals that the respondents read more about education.

**Table 9-B**

**Frequency and Percentage Distribution of Respondents According to the Type of Foreign Magazines Preferred**

Types of Foreign Magazines	Frequency	Percentage
Reader's Digest	20	51.28
Time Magazine	15	38.46
Newsweek	2	5.13
Asia week	2	5.13
TOTAL	39	100.00

As shown in Table 9-B, students prefer reading Reader's Digest with 20(51.28%) followed by 15 (38.46%) for Time Magazine and last in line is 2 (5.13%) read Newsweek and Asia Week.

**Table 10**

**Frequency and Percentage Distribution of respondents According to the Types of Journals Preferred**

Types of Journals	Frequency	Percentage
Health and Home	27	69.23
Phil. Journal of Biotechnology	5	12.82
Journal of Asian Studies	4	10.26
Research journal	3	7.69
TOTAL	39	100.00



Table illustrates that the respondents prefer to read Health and Home journal followed by Phil. Journal of Biotechnology, Journal of Asian Studies and research Journal with percentages of 69.23%, 12.82%, 10.26% and 7.69 respectively.

**Table 11**

**Frequency and Percentage Distribution of Respondents According to the Types of Newspaper Preferred**

Types of Newspaper Read	Frequency	Percentage
Philippine Daily Inquirer	23	58.97
Philippine Star	9	23.08
Bulletin Today	7	17.95
TOTAL	39	100.00

It can be seen in the table that the Philippine Daily Inquirer is the most preferred type of newspaper read by the group with 23 (58.97%) % readership; 9 (23.08%) of them read Philippine Star and 7(17.95%) read Bulletin Today.

**Table 12**

**Summary of Respondents Preference of Reading Materials**

Reading Interest	Rank
Books	1
Magazines	3
Newspaper	2
Journals	4

As Table 12 revealed, of the five reading materials presented, book came out as the first choice of the respondents. Magazine was the second choice followed by newspapers and journals. Books are more preferred by the group than any other reading materials listed



because according to one of the author books are the most compact and portable devices available for the storage and retrieval of information and ideas.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

Based on the findings of the study, the researcher arrived at the following conclusions:

First, that the respondents prefer to read non-fiction books specifically accounting related subjects, speeches, letters, essays and ethics of the family. Second, they prefer reading education type of magazines. Reader's Digest is the most favored foreign magazine while Health and Home is the preferred type of journal read. Third, on newspaper, the group prefers reading Philippine Daily Inquirer. The result implies that the group is willing to abreast themselves with what is happening around, locally and globally.

### **RECOMMENDATIONS**

To further improve and develop the reading interest of the students, the following recommendations were drawn.

1. That teachers should promote a suitable climate to enhance the student's reading taste and interest and to encourage them to read outside of course requirements.
2. That the school should provide more appropriate reading materials for all students to offset the absence of limitedness of those in the home.
3. Faculty members, language teachers in particular, should employ varied approaches which will make students do more leisure time reading.
4. Since the library is the students' main source of reading materials, it should be provided with sufficient copies of updated newspaper, magazines, journals, books and other home reading books.
5. Teachers as well as parents should cooperatively guide the students in their reading interest and taste so that they will do more leisure reading at the right time and at the right kind.



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