



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Assessment of EFL Students' Perception and Habits of Reading Resources  
Written in English: Grade 10 Students of Kedida Gamela Woreda Secondary  
Schools in Focus.

BY:

Ebriham Endrias

A Thesis Submitted to Department of English Language and Literature in  
Partial Fulfillment of the Requirements for Master of Arts in Teaching English  
as a Foreign Language in (TEFL)

January, 2021  
Jimma, Ethiopia

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Principal Advisor: -Endalfer Melese (Ass.Prof)

Co-Advisor:- Daniel Taye (PhD)

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## **Declaration, Confirmation, Approval and Evaluation**

Thesis Title: Assessment of EFL Students' Perception and Habits of Reading Resources Written in English: Grade 10 Students of Kedida Gamela Woreda Secondary Schools in Focus.

### **Declaration**

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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### **Confirmation and Approval**

This thesis has been submitted for examination with our approval as thesis advisors.

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## **Abstract**

*The purpose of this study was to assess English as foreign language (EFL) students' perception and their reading habit in the sampled secondary schools of Kadida Gamela Woreda. The subjects of the study were grade 10 EFL students in the stated district. Descriptive-co relational research design was employed and accordingly mixed approach was used to analyze the data. In order to pick the teachers, Librarians and school principals, purposive sampling technique was deployed and the students were selected by using stratified random sampling technique. Questionnaire, interview and observation were used as data gathering instruments. Quantitative data were analyzed through descriptive and inferential statistics whereas the qualitative data were analyzed using words. The findings indicated that grade 10 EFL students in the sampled secondary school read by giving more emphasis for academic reading materials and with less weight on nonacademic reading materials. The regularity of students' reading was limited because students read only when they had assignments and exams. The result of the study pointed that there was strong positive relation between EFL students' perception and their reading habit. Moreover the finding indicted teachers, family, environment, students and school administrative related factors affected students' reading habit. Therefore, it was concluded that students' reading perception was confined to academic reading and their reading perceptions of the students was distorted due to the above mentioned factors that contributed to limited reading habit development of students. Recommendations forwarded were: stakeholders like teachers, parents, librarians, school directors should work to develop students' reading. Students should upgrade their reading habit instead of seldomly reading for examination and to do assignments.*

**Key words:** *perception, reading habit, reading resources*

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## **LIST OF ABBREVIATION**

**EFL** English as a Foreign Language

**ESL** English as a Second Language

**KTZ** Kambata Tambaro Zone

**MoE** Ministry of Education

**SNNPRS** Southern Nations, Nationalities and people Region States

**SPSS** statistical package for social science

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## **CHAPTER ONE: INTRODUCTION**

This thesis dealt with the EFL students' perception and habits of reading resources written in English in KedidaGamelaWoreda Secondary and Preparatory School of grade 10 students. This section include back ground of study, statement of the problem, objective of the study, the research questions, and significance of the study, delimitation of the study , limitations of the study and organizations of the study .

### **1.1. Background of the Study**

English language is being used as a medium of instruction in secondary school levels in Ethiopia. Hence, learners are expected to have adequate skills in using the language. This is basically because the learners' skills in using the language highly determine their academic success (Atkins et.al, 1995).

Regarding on this issue, McDonough and Shaw (1993) have depicted that those the four language skills play important roles to be succeed (achieved) in academic purpose. It is known that surely the success of learners in English can be determined by their performance in listening, speaking, writing and reading (Kushmeeta, 2013). Efficient users of the language display their competence in those skills using proper grammatical structure and vocabulary ((Davidovitch, 2016).However, among the competencies, reading is the most important which learners in the upper level are expected to develop (McDonough, 1994 and Getachew, 1996). This is because most of knowledge that learners get in this level comes through the ability to read and comprehend the texts they received from the various written resources.

Reading is the process of understanding written text. It is an activity which involves perception and thought. According to Linse (2006) reading is a set of skills that include making sense and getting significance meaning from printed work. Patel and Jain (2008) also state that reading is purposed to comprehend the significance of printed words into writing symbols. It is active processes which consist of word acknowledgement and comprehension skill. Pang, et.al (2003) add that the word Acknowledgement is the way toward seeing how written symbols correspond to one's spoken language while comprehension is way to understand words, sentences and associated content. In addition, Manzo (1995) states that the act of reading ought to be made in two parts: the process and the product.

To Devendra Kumar(2012),reading is usually a private act, a personal and individual relationship with a book; but then, it is the environment as long as it is favorable, which according to Gault (1982 ) encourage the setting up of this relationship. The school library must in this case serve as the needed environment. And this it should do, by integrating itself completely into the educational system to achieve the overall objectives of the school. And what, better ways are there to do this than to stimulate the intellectual growth of the child through the provision of appropriate instructional materials for teachers and reading materials for students. It should go further by not only transforming itself into a research centre of some sort where students are taught how to sift data through independent reading, but also by providing a workshop setting for supervised studies of individuals and groups.

Different scholars have defined reading in many different ways. However, their different definition may agree on one concept that reading is a process of communication between the writer and the reader or it is the art of making or decoding the message of written text. For instance, Ramatu and et.al (2015) defines reading as an act of translating symbols or letters in to words or sentences that have meaning to an individual. These scholars explain that reading understands what is seen in a text, which is the ability of the reader to take incoming visual information and process that information and obtain meaning out of it. Reading is a process of thinking, evaluating judging, imagining, reasoning and problems solving (Palani, 2012). This implies that reading involves problems and so the reading applies the techniques of reading so as to comprehend what he reads.

According to Sangkeo (1991) reading habit refers to behavior which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read. Reading habit is also defined as the mannerin which an individual arranges his understanding (Davidovitch, 2016). Reading habit is a scholarly activity which is conceivable just if a man has shaped the habit for reading and rehearsing it since adolescence (Adedeji et.al, 2012).Acquisition of reading habits is a continuous process of learning letters, words, sentences, passages, and complete texts (Parlette, 2010).

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".

As reading communicates information from written sources, it is very essential for students in that they may fetch information that they need during or after their school time. There are lots of scholars who describe that reading is such a significant skill. Reading is life's greatest pleasure that opens the door to knowledge and independence. (Samson, et al, 2018). To Potter (2011) reading fires children's imagination and encourages quick learning as well as widens their views, expands their horizons and helps readers learn about present times. He further stressed that reading encourages imaginations, curiosity and the ability to handle complex ideas. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners because it opens the doors of treasures of knowledge (Kushmeeta, 2013). Reading plays a key role in the discovery of other technologies (Ahmed 1992, pp. 9-13). Tsegaye (2013) states reading can be a potent factor in the development of knowledge, understandings, appreciations, values and beliefs required by the individual in dealing with his own problems and in relating effectively to others. All these scholastic ideas prove that reading is an essential life skill for everybody, but particularly for students as they are expected to read a lot to succeed in their education.

However, maximum benefits of reading can be obtained and secured from various reading sources when reading is practiced on daily basis as habit and from the very beginning. Stating about reading habit and its significance literature has a lot to say. Wagner (2002) states that reading habit is often considered in terms of the amount of material being read, the frequency of reading as well as the average time spent on reading. Reading habit is the most effective way of developing reading skill among youth and it can improve their academic performances and become better people in the society ( Ramatu, et al, 2011).Krashen (1996) believed that reading habit and interest could be nurtured at an early age, and this habit can be cultivated. From this scholar's idea, it can be said that reading habit is essential and that it has to be promoted from the very beginning in children.

Owusu-Acheaw & Larson (2014) study found that reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other.

Having reading become a habit and sustaining it throughout life is among the basic objectives of education of this generation, and scholars believe the significance of development of reading habits for many reasons. Reading individuals with good reading habit have the chance of widening their mental horizons and multiply their opportunities Loan (2009), and formulation of reading habit refines and adds quality to life, provides access to cultural heritage , enables the reader to acquire knowledge capable of tackling cross-cultural problems ( Sisulu, 2004 ; Bright & McGregor, 1970),as cited in

Marenga (2016). Reading habits, not only help the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure period (Patel and Jain 2008). 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 (Samuel, 2018).

These all ideas of the scholars prove that reading habit is very crucial practice that has to be developed from the early years of the school children, especially in EFL contexts. With the emergence of modern education in Ethiopia; English language got a significant place in the national curriculum. As a result, it has been taught as a subject and used as a medium of instruction at secondary and tertiary level of education (National Report of education of Ethiopia, 2001). In Ethiopian high schools all subjects are taught in English and it is likely that over all academic performance of our high school students is influenced by their English Language ability, especially reading skill. This is due to the fact that students gain most of their academic information in their text and course books, reference and other relevant materials through reading. So, it is likely that their perception and habit of reading affects their academic performance positively or negatively.

Research has also shown that good reading habit has a positive effect on the academic performance of students. Gottfried (1990) is of this view, and states that reading enables a learner to be better in standardized examinations and get higher grades. This shows that there is correlation between students' reading habit and students' overall academic achievement because students' success is largely based on their ability to read and comprehend information in the textbooks and notes they take in the different subject areas they study. Moreover, our high school students are living in a world of today where rapid change in every aspect is inevitable. So, good reading habit can help them to cope up with these changes.

This can be achieved when the teachers are willing and are interested to engage their students in activities that make students read constantly. Applegate and Applegate (2004) say that teachers are well suited to influence their students' reading by promoting reading both inside and outside of the classroom. This implies that teachers can engage their students both in an intensive and extensive reading activity so as to develop their perception and reading habits. Not only teachers, but also school can play a great role in the promotion of high school students' reading habit. "When Students are motivated to read, it is expected they will develop love for reading, so, in order to promote this, school need to provide learners with a wide variety of engaging, age appropriate reading materials" (Tammy, 2013). According to Marenga (2016), senior secondary school level is crucial because advancement to

higher education depends on the success at secondary school level, and reading remains a major ingredient. This shows that reading at secondary school is vital and it widens the horizons of secondary school students. So, students' failure to read at this level negatively affects their academic advancement and their future studies.

## **1.2. Statement of the Problem**

Reading habit plays an important role in developing the personalities of the students because it helps students to increase creativity and broaden their critical thinking capacities. As stated by Luka, Bratović,( 2010), reading habit is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas but due to the influence of the Mass Media, students could not show much interest in reading the books, magazines and journals etc. Therefore, it is imperative to develop the reading habit among the students in the schools.

Owusu-Acheaw& Larson (2014) study found that 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.

However, such a vital habit doesn't seem to have been understood not only by students but also by their teachers. Studies done abroad and locally done researches, both report that English reading habit of students is poor. A study conducted by AsareBediako (1967) in Ghana, showed that the reading habits of students of Ghana were poor and that of the African students in general were considered to be poor. That fact, even though there have been a lot of changes since then, has continued to prevail in most African countries. Another study conducted in Nigeria by Hassan (2012) detected and identified factors that affected students' reading habits and found out home conditions interfering with students' reading ; lack of libraries with varieties of materials to read, lack of encouragement from the teachers are among factors affecting the reading habits of students. On top of this, the influence of parents, peers and teachers was emphasized as the most contributing factors to promote students' reading habits.

Ahmet, Pehlivan (2010) reported based on a recent survey of over 8,000 primary and secondary pupils in England, explores why some pupils choose to read and others do not. The research literature shows that reading for pleasure benefits children in numerous ways. Yet, research also shows that young people's reading enjoyment may be declining. Given current political concerns about reading and the clear benefits that reading for pleasure can bring, it is vital that more emphasis is placed on reading

enjoyment both at school and at home. The study was done in England the finding of the study could vary in geographically different country like Ethiopia. Thus, in this study reading preferences of the students studied in sampled secondary schools with the aim of supporting parents, teachers and other literacy professionals in promoting wider reading

Most of the locally done researches focused on factors affecting teaching learning of reading skill, teachers' and students' perception of reading skill or investigation of the reading skill teaching materials in the text books of students and the like. For example, Getachew (1996), described the practice of teaching reading in grade 11 in Addis Ababa. He found out learners in the grade 11 were struggling with reading problems, both language problems the ability to read critically and effectively. According to his finding, the major cause for the students reading problems were teachers' way of dealing with reading passages like the application of reading a loud and focuses on words and expressions other than the selected ones for vocabulary study.

Achamyeleh (2011), on his part, assessed English Language teachers' perceptions of reading strategy and their classroom practices in two high schools at Debra Tabor. His focus was on the teachers' perceptions of reading strategies and found out that teachers have the awareness of reading strategies and have positive perception. However, there were mismatches between what they perceived and what they actual practiced. Teachers' practice of reading strategies were affected a Variety of factors which include the teaching context and lack of literary texts in the textbook.

Tsegaye (2013) assessed the factors that challenge the reading habit of second year English department students in Hossana Teacher Education. Tsegaye in his study found out that the English reading habit of almost all of the students was very poor. This shows that there is problem with English reading habit of students. However, the above study fails to point the perceptions of the students towards reading. This study was done to examine the relation between students' perception on reading and their reading habit together with factors affecting students reading habit.

The motivating factors that make the researcher to carry out this study were: all of the above theoretical and empirical discussions pointed mixed arguments. Some of them told the importance of students reading habit to their academic achievement while the others said EFL students' had poor reading habit. Therefore, this study seek cause and solution for poor reading habit of EFL students in sampled secondary schools instated district.

Moreover , most of the study that done on the same topic was analyzed by descriptive statistics which told variation in single variable analysis so that the relation between students perception and their

students' reading habit might not be examined with deceptive statistics but this study both descriptive and inferential statistics were employed. In other words, descriptive statistics like percentage, mean and standard deviation and then the mean was correlated.

This study differed from the earlier researches. It was done in geographically dissimilar study site so that finding might vary from previous researches, it differed by its methodology because this study used descriptive co relational method but the others that are mentioned above were used descriptive and quasi-experimental method. This study varied from descriptive research design because in this study descriptive correlation research design was employed and it varied from quasi-experimental researches since qualitative portion of data were not considered quasi-experimental studies.

So, the present investigation was similar only by skill from above (previous) studies, but different in content, objectives, background, setting (time and context), and methodology and target population. Therefore, there is a gap to be fulfilled and this study was conducted to fill that gap. In general, this study attempted to assess EFL students' perception and habits of reading resources written in English in Kedida Gamela Woreda Secondary and preparatory schools particularly grade 10 students in focus.

### **1.3. Research Questions**

The following research questions were formed on the basis of my study

1. How do EFL students' at secondary schools perceive reading resources written in English?
2. What does the current status of reading habit of secondary school students look like?
3. How do the teachers, school administration and librarians help high school students to develop English reading habit?
4. What are the factors impeding high school students from developing reading habits?
5. How EFL students' perceptions and their habit of reading resources written in English are related?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective:**

Assessment of EFL Students' Perception and Habits of Reading Resources Written in English: Grade 10 Students of Kedida Gamela Woreda Secondary Schools in Focus.

### **1.4.2. Specific Objectives:**

The specific objectives of the study were:

1. To assess EFL students' perception of reading resources written in English at secondary schools.
2. To identify the current reading habits status of the students under this study
3. To investigate the role of teachers, school administration and librarians in promoting the students' English reading habit.
4. To identify the factors that affect high school students from developing reading habit
5. To examine the relationship between EFL students' perceptions and their habits of reading resources written in English.

### **1.5. Significance of the Study**

This study will provide information for educators on the status of EFL students' perception and their reading habit and discover the level of students' current reading habit and the current perceptions of EFL students in developing reading habit and the factors influencing students' practicing reading habit reading in Grade 10 classes of sampled secondary schools in Kadida Gamela Woreda so that stakeholders such as teachers, parents, school principals and students can be benefited by playing their role based on the finding of the study. The findings of this study will be used as reference by other researchers who intended to study students' perception and reading habit relations. This study will also help policy makers by providing information on how to overcome the challenges of EFL students during practicing reading habit by incorporating the results of this study during educational policy designing.

### **1.6. Delimitation of the Study**

The study was delimited by area-focusing on grade 10 sampled secondary schools of Kadida Gamela Woreda. This was aimed to make the study manageable and obtain relevant and sufficient information. In addition, this study was delimited to the overall situations of the EFL students' perception and reading habit in grade 10 Kadida Gamela Woreda secondary schools. Finally the study was done to investigate 2013.E.C. the EFL students' perception and reading habit in grade 10 Kadida Gamela Woreda secondary schools.

## 1.7. Operational Definitions of Key Terms

**Reading habit:** Refers to the frequency a student engages him/herself in reading, the time spent in reading, or the amount of reading materials a student reads

**Extensive Reading:** Refers to the willingness to read outside academic circles to develop English reading habit.

**Intensive Reading:** Refers to the students detailed reading, is geared towards getting implied, evaluative and critical meaning, from a text.

**Perception:** Refers to what students hear, taste, see, or feel stimuli by means of sense and a process of making inferences

## 1.8. Limitation of the Study

This study had some limitations. Primarily, the study had the limitations of time (for instance, data gathering consumed more than planned time of the researcher because the respondents were unwilling to return distributed questionnaires on time), financial capacity, transportation and internet access. And there were problems of getting recently published books and guidelines about the EFL students' perception and their habit of reading of worldwide in general and Ethiopian context in particular. However, the study was done by properly managing existing time, resources and patiently requesting the respondents to gather relevant data so that the validity and strength of the findings this study was kept.

## 1.9. Organization of the Study

This study covered five chapters. Chapter one deals with introduction: background of the study, statement of the problem, basic research question, objective the study, significance of the study, delimitation of the study, limitation study, definition of key terms and organization of the study. Chapter two deal with review of related literature. Chapter three deals with research methodology: Research design, population, sample size and sampling technique, source of data, instruments of data collection, validity and reliability of data collection tools, methods of data administration, methods of data analysis and ethical considerations. Chapter four deal with result and discussion. Finally, chapter five deals with summary of finding, conclusion and recommendation.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 concepts of Reading**

Although there is not a single and agreed upon definition for the term reading, scholars have defined it in many different ways. However, the theme and descriptions given by these scholars about reading is almost similar. Lone (2011) defines reading as the ability to recognize and examining words and sentences and understanding information within. Others scholars, Irwin(1998 ; Patel &Jain 2008: p13), are of the view of Lone(2011) and state reading as the ability to recognize words and understanding their meaning and interoperate the meaning based on comprehension and background knowledge. From these definitions, reading can be perceived and seen as a process of constructing meaning through dynamic interaction among the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation. Furthermore, prior knowledge is very essential in meaning construction.

The definitions and discussion given in the above paragraph sees reading as assigning meaning to a written text through identification of words and phrases of a given text. However, knowledge of symbols and word recognition alone is never enough to construct meaning of a written text as meaning may be context dependent. So, the readers' prior knowledge about the subject they are reading is also essential in the process of meaning construction. Sharing this view, Schoenbach, et.al (2012) defines reading as a complex process of problem solving in which readers work to make sense of not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Reading is the interactive process between the reader and the text, in which the readers use their prior knowledge build, to create and to construct meaning (Grabe, 1991; Irvin, 1998). This implies that reading is an interactive process between the reader and the reading text, and it partially involves the use of prior knowledge of the subject matter, which helps in comprehending and constructing the meaning of the material being read.

To conclude, reading is an interactive process which seeks to construct meaning between the reader and the reading material. And, as a process it involves recognition and interpretation of words and phrases so as to decode and construct the meaning of a text that is being read. Therefore, in reading recognition and identification of symbols and letters is indispensable to get the meaning of the whole reading material.

## **2.2. Purpose of Reading**

The purpose of reading determines the way the reader reads. Regarding this Hedge (2003) explains one text may be read in variety of styles and that reader will have different purpose at each stage of reading process and will apply appropriate strategies. In addition to this, Nuttal (2002) said that we read because we want to get something from the writing. However, in the reading process a reader might not comprehend the message that the writer want to transmit. Nonetheless, the process is clear enough for us to say that reading the means of getting out of the text as nearly as possible the message the writer put in to it. Therefore, the main purpose of reading is to get message from the writer. Based on the above citation one can understand that the purpose of reading can affect the method of reading to be applied by the reader.

Though it is vast to list all the advantage of reading, some can be put as follows. It is true that one has to read to know historical past events to relate with existing situation and to forecast. Similarly, now a day because of developments in technology, the ability to read is becoming an activity of business life. This is because throughout the world, very essential and current scientific facts information, instructions (warning notice, rule and regulation) and entertainment are being distributed usually through a script so being able to read especially in the English language is to benefit a lot. This is also true of school community. For instance, teachers need to read for updated and relevant knowledge sources. So that, their learners can exploits ample experiences. Similarly, Students“ required being good reader in order to cope with the difficulties they face in their academic lives. Moreover, Williams (2002:125) states “being able to read skillfully and flexibility is important use of language.” Grellet (2002) also noted that understanding a written text means extracting the required information from it as effectively as possible. From this it can be understood that the ability to comprehend a written text requires a special skill of reading and this will be the most important issue that the study concentrated on.

## **2.3 Significances of Reading**

There exist many scholars who state the significance of reading. Reading is one of the most essential language skills that expose students to rich information for their knowledge and self-development. Scholars who state about the importance of reading also share this view. For instance, Cleary (1978:18), as cited in Tsegaye( 2011), states that reading can play significant role in the development of knowledge, understanding, appreciation, values and beliefs required by individual in dealing with his own problems and in relating effectively to others. Nweke (1990) shares this view, and states that

reading has a real role to play in development of an individual. Our experience becomes better and richer when we read varieties of books and materials (Unoh, 1991). The ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society (Tella and Akande, 2007). From these scholarly ideas, it can be said that reading sharpens the intellect of a person, broadens and enriches people's mind, improves their thinking power and generally, helps them become better personalities and be creative in their thinking. Moreover, reading may influence our attitude and improves our way of thinking of various issues in our society.

In this era of science and technology, reading enables readers with new knowledge in a changing world. Reading plays significant role in the discovery of other technologies, and it is the foundation upon which other academic activities are built because it gives an in-depth knowledge of various subjects and issues of life (Ahmed, 1992). Lawal (2003) describes it as a major key to progress in learning. This shows that readers may get information that is relevant to their studies and other essential information that helps to enrich information that has been already acquired.

To sum it up, reading is such an essential language skill that broadens and enriches our mind. It also improves readers become better personalities by influencing their attitudes. More importantly, reading helps to stay in the track in this dynamic world where change in every aspect is inevitable. To put it in a nutshell, reading is a life skills, and it helps an individual for lifelong learning. It is an essential skill for secondary school students because it mainly through reading that they acquire their academic information in different reading sources.

#### **2.4. Concepts of Reading Habit (RH)**

The activity of reading usually begins together with the beginning of school age. And, the right age and the right place to begin to cultivate reading habit and love for books is the early age and the elementary school. But, this doesn't mean that reading habit can't be developed or promoted after the elementary school time. Different scholars have defined reading habit in different ways even though they agree that it is reading consistently on regular basis. According to Tsegaye (2011), reading habit may be defined as having reading in everyday life and not just for school purpose. This simple definition tells us that reading habit is practicing reading as part of daily life routines. Ramatu (2015) states reading habits as a behavior which expresses the liking for reading of individual types and tastes for reading, and it a pattern in which individual organizes his reading. Having a reading habit in students is very necessary, because one of the most important factor of education is the ability to read, understand and critically apprehend the text (Hetting and Knapp 2001), as cited in

Ramatu(2015).However to be able to inculcate reading habit, students must develop the habit of reading on daily basis.

Although reading habit can best be cultivated at the early age in children, it can also be promoted at high school level by training and engaging high school students in reading activities that may make them read different reading materials for different purposes. Therefore, reading habit may also refer to the number of materials read, time spent on reading and the reading frequency of an individual. Wagner (2002) also confirms that reading habit is often considered in terms of the amount of materials being read, the frequency of reading as well as the time spent on reading. Similarly, the Universal Journal of Education and General studies Vol.1 (6) pp.153- 157, June, 2012, explains habit in respect to reading as “Habits when formed in relation to reading manifest in how, what and when one reads”. Shen (2006) agrees with this view, and identifies reading habit as how often, how much and what students read. From the scholars view, reading in relation to habit, can be expressed based on what students read, how often and how long they read and perhaps why do they read.

So, if reading habit is connected with what is read, how often it is read, how much and how long it is read, it is possible that reading habit of high school students can be assessed with the application relevant data generating tools. Smith (2010) show that there are some prompts that help investigate students reading habits. These include the following: asking the types of books students like to read (their favorite stories, books, or poem and why they like them); asking students to describe their early memories of learning to read such as: “Did you go to the library? Did your parents have an influence on your reading experience? Asking students describe their reading habits like, “Do you read often? When you read, do you have a particular place where you like to read or a best time to read? Asking students describe their personal reading strategies like, “Do you highlight, underline or take notes etc. when you read?

To conclude, reading habit is the activity of reading practiced by individuals on a regular basis, and it incorporates reading different materials, not only for academic purpose but also for pleasure and entertainment. It may be developed in children from the very age when they begin school, but can also be promoted at any age level through training. For students, to have reading as a habit, can influence their overall academic achievement because reading habit helps to improve their language command, which in turn helps to improve their comprehension level and understanding.

## **2.5. The Significance of Reading Habit**

Reading, as a receptive language skill, can benefit high school students in many different ways, especially when it becomes a habit and practiced as part of one's daily activity. There are different scholars who assert the significances of reading habit. To begin with, reading habit is related with overall academic success of students. Plain (2012) states that good reading habits are interrelated with the entire educational process and hence educational success need successful reading habits. Potter (2011) is also of this view and says that good reading habit is the single most important determinant of students' success in education as it expands the horizons of and helps readers to learn. Moreover, "Good reading habits act as a single weapon for students to excel in life" (Bashir&Motto, 2012). According to Ramatu, reading habit is the most effective way of developing reading skill among youth and it can improve their academic performances and become better people in the society. This implies that reading habit improves the language command and proficiency of students, which means that students can easily comprehend the materials in their academic subjects because of their language ability as a result of reading background.

Scholars also believe that reading habit plays a great role in students' language skills development. Reading volume of books both inside and outside of school has a significant impact on the development of reading speed and fluency, vocabulary, overall verbal ability (Cunningham & Stanovich, 1998). When children read for pleasure, they involuntarily and unconsciously improve their language skills (Reyhene, 1998). This shows that reading habit is essential and helps students to have a significant command of language skills.

Apart from enhancing academic achievement and language skills improvement, reading habit is also important for personal growth and development. A good reading habit is significant for individuals to develop their personalities and mental abilities (Grabe&Stoller, 1997). Moreover, reading habit helps to widen one's knowledge of the universe of: a reader will be in a position to make contact with others and to share their feelings and experience (Hudge, 96). So, people with good reading habit are often critical thinkers, have rational and broad mind and rich in information and knowledge.

To conclude, reading habit is primarily important in creating a literate society. For students, reading habit helps to improve their language ability, is a way of driving enjoyment and relaxation, and it also widens their experiences and develops their imagination. Above all, it is correlated with the overall academic achievement and, thus its essentiality is unquestionable. Therefore, love for books has to be cultivated in children from the very beginning and be continuing as lifelong learning means.

## **2.6 Types of Reading**

### **2.6.1 Extensive Reading**

Extensive reading may be defined as a kind of reading where a reader reads extensively different kinds of reading materials widely for the sake of relaxing or entertaining one self. There are scholars who are of this view and see ER as reading for as leisure time habit or practice. To begin with, Bamford (1987) describes extensive reading as reading a large quantity of materials or long texts for general understanding and its mainly focuses in gaining pleasure. Similarly, Mesfin (2008) explains extensive reading as reading a text in a wide manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail. This infers that extensive reading is not stressful as is it is individualized, and thus is interrelated with reading habit. What is more, in extensive reading, the reading materials may not be imposed but rather recommended. Thus, such reading is enjoyable and entertains.

As to how extensive reading enhances students (EFL) language ability, Sana( 2013) states that students who read extensively are better readers, high achievers and more advanced in reading vocabulary since it results in comprehensible input and in low anxiety situations. From this it can be said that extensive reading is essential for students in EFL context. There are many other scholars who state about the significance of extensive reading in English. Extensive reading exposes learners to volumes of books in less stressful environment and this exposes learners to sufficient and broad exposure to a given language. From such reading students language skills will develop. To ensure that learners acquire long-term mastery of vocabulary, ER has been used successfully. Grab(2009) states that ER facilitates vocabulary growth in that it builds and Extensive Reading in English as a Foreign Language/English as a Second Language Contexts develops the cognitive skills of learners. So, extensive reading helps learners to accommodate large number of vocabulary and this makes learners to have a very good word command.

Besides increasing vocabulary knowledge and building comprehension skills, due to its motivational effect, extensive reading is a very effective language instruction approach. According to Bell (1998), the idea of giving students autonomy to choose the genre of material to read, as well as the pace at which to read, is in itself motivational because it addresses the needs and interests of individual learners. In addition to this, ER acknowledges and supports the fact that reading is an individual undertaking, hence the reason to allow individuals to learn at their personal pace depending on their level of proficiency (Nation, 1997). This implies that ER is free and flexible, so it can be interesting,

entertaining and motivating. What is more readers have liberty as to when to begin and stop reading. Thus, ER is autonomous.

Extensive reading can also enhance the learners' linguistic and spelling proficiencies. There are studies that reveal this fact. Day and Bamford (2005) state that students who read more tend to be better spellers. Similar findings were made among Japanese students studying English: reading for pleasure exposes students to a variety of target words that help in boosting ones spelling ability. This shows that ER helps learners to accurately spell words easily when they are writing. According to the same scholars, all studies that have been conducted in an attempt to identify the impact of extensive reading on learners reveal a common theme: an increase in overall proficiency in the language. The scholars added that studies done in the US, England, and Hong Kong proved that ER has helped students to show notable improvement in their linguistic proficiency.

Extensive reading also helps learners to be proficient writers. Regarding this, Bamford and Day state that it impossible to learn how to write without learning how to read first. This may imply good readers as good writers. This is because people with good reading habit learner how language can be used in writing. For instance, they may learn the structure of sentences, how sentences can be connected and how coherence may be maintained. Extensive reading is also essential in that readers can also become orators because they are rich in ideas and expression as result of reading widely various materials and sharing the contents thereof.

As I wind up my discussion in this section, ER is reading different reading materials as a means of relaxing oneself, and it is not stressful and forceful. Thus extensive readers are motivated and they are also autonomous. It is very much related with reading habits because it has done for the purpose of leisure reading and the readers have freedom. This kind of reading has a lot advantages. It helps learners to be proficient in their language skills such as vocabulary, reading, writing and speaking.

### **2.6.2 Intensive Reading**

An intensive reading is types of reading involving reading for details and it aims on arriving at profound details, and it focuses on meaning and production. IR involves a closer study of a text and an examination of a foreign language at various levels of word, phrases, sentences and paragraph and even the whole text. The ultimate goal of extensive reading is to enable EFL students to be able to use language appropriately, and it also helps them to be trained in the reading strategies (Sana, 2013). When students are engaged in intensive reading, they often have specific purpose, which is reading for information to give answers to language exercises reading

As an intensive reading is not individualized reading, like extensive reading, the teacher really plays a significant role during when students are engaged in intensive reading. To begin with, the teacher sets the reading objectives that have to be achieved and reading tasks to be accomplished based on the information in the reading texts. And, when the reading task is accomplished, discussion may follow and feedback may be given on what done.

Compared to extensive reading, the contribution of intensive to reading habit development is rather negligible. This is simply because intensive doesn't aim reading for pleasure or entertainment. Regarding this, Day et al(2016) argue that the comprehension questions approach is only useful for students seeking to demonstrate competence to pass entrance examinations. In short, the approach is of little use in language acquisition because it focuses only responding to comprehension questions, and does not provide learners with enough reading material to build and expand their reading and language. Therefore, it may not enhance EFL students for overall language skills development and proficiency. And, thus it may not help students become communicatively competent. So, teachers should promote extensive reading in their students so that they may gradually develop passion and love for reading, which plays a pivotal role in the overall academic achievement of students. So, it the ER that is related with reading habit of students, not the IR that focuses on reading for details.

## **2.7. Reading in Secondary School**

It is assumed that reading skill is acquired at elementary school and would be properly used at secondary school level to learn independently. According to Maregna (2016), senior secondary school level is crucial because advancement to higher education depends on the success at secondary school level, and reading remains a major ingredient. This shows that reading at secondary school is vital and it widens the horizons of secondary school students. So, students' failure to read at this level negatively affects their academic advancement and their future studies.

Secondary school English language teachers can play a significant role in helping students to further develop their reading skills so that students may have good reading abilities by the time they join higher institution to advance their studies. Little fair (1991) is of this opinion and suggest that secondary school has a key role to play in continuing pupils' reading development.

In short, reading in English in secondary school level should be given a more due attention both by English language teachers and the students so that students have dependable English language competence by the time they have joined university. So, reading and reading habitat secondary school is very essential, and has to be given a due attention both by learners and stalk holders.

## **2.8. Reading Materials and Preference of Secondary School Students**

Reading materials and preference may refer to types and choice of materials an individual prefers to read. In the context of this research study, nature and preference of reading materials refers to the different kinds of English reading materials secondary school students prefer to read. Such materials may include English fictions, novels, poems, stories, inspirational books, and others like magazines and newspapers on different issue and the like. There are a lot of studies done concerning the nature and the preference of reading materials of high school students. Students preferred to read books on, traveling stories, science and literature—novels, and romantic stories & books, autobiographies, poetry and newspaper & magazines. They read such materials for getting pleasure through rough edutainment killing their leisure time and adopting it as pastime hobby for emotional gratification (Ishrad and Parveen, 2011). A study done in Pakistan in 2011, they reported that most high school prefer to read books like novels, poetry, stories, autobiographies, romantic literature, scientific books and others such as magazines and religious books. And they read these books as leisure time reading.

To conclude, high school students read books other than text and reference for the sake of pleasure reading and such books include books like fictions, romantic novels, poems and other materials like popular magazines and newspapers, too. And, in a context where there is lack of such reading materials, students are likely to read their text books and text book related books.

## **2.9. Concepts of Perception**

The term perception is defined in various dictionaries and encyclopedias by various scholars. The American Heritage Dictionary of the English Language, defined perception as the process, act or faculty of perceiving something. It further gives another definition, which says that perception is the effect product of perceiving. The online Columbia Electronic Encyclopedia also defines it as the mental organization and interpretation of sensory information.

According to Wikipedia the free Encyclopedia, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes from the Latin words perceptio, percipio, and means receiving, collecting, and action of taking possession, apprehension with then mind or senses.

According to Lindsay and Norman (1977), perception in humans describes the process whereby sensory stimulation is translated into organized experience. That experience, or percept, is the joint product of the stimulation and of the process itself. Relations found between various types of stimulation (e.g., light waves and sound waves) and their associated percepts suggest inferences that

can be made about the properties of the perceptual process; theories of perceiving then can be developed on the basis of these inferences. Because the perceptual process is not itself public or directly observable (except to the perceiver him/herself, whose percepts are given directly in experience), the validity of perceptual theories can be checked only indirectly.

In addition to the above authors, Babitski (2009), define perception as follows. "Perception is the process of attaining awareness or understanding of sensory information". In order to understand and describe process of perception we have to find all inputs and outputs of information.

We obtain information from the external world from our senses: taste, hearing, smell, touch, sight. Than we somehow integrate and analyze perceived information and make our decision. Decision is an "outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice". All our decisions are directed by our instincts, unconsciously. The basic human instinct is self-preservation or, in other words, survival and reproduction. But the decisions, which we make according to our instincts, are different. That's because of the upbringing, different moral values, and our ability to analyze behavior and learn. We always behave in order to maximize our instinct requirements, our ability to survive, preserve ourselves our family or our kind. This way we have three basic levels of perception i.e. obtaining information, integration and analysis of information, reaction. Our five senses is the input of information, while our actions and decisions are the output. The source for the input information is external world, while the output is our process of thinking based on our instincts. The understanding, which role instincts play in our life, is crucial. Instincts is the foundation of human society, is the only one thing that all human have in common.

## **2.10. Factors Affecting Perception**

According to Wikipedia the free Encyclopedia, an ecological understanding of perception derived from Gibson's early work is that of "perception-in-action", the notion that perception is a requisite property of animate action; that without perception action would be unguided, and without action perception would serve no purpose. Animate actions require both perception and motion, and perception and movement can be described as "two sides of the same coin, the coin is action". Perception of an individual can be affected by several factors that range from the perceiver's own factors (related to the sense) to factors related to the person, thing or entity being perceived. In connection with this, the online Columbia Electronic Encyclopedia (2003) says the following.

## **2.11. Factors inhabiting English reading of high school students**

### **2.11.1 English teachers' poor encouragement**

Students spend most of their time at school with their teachers, and it is obvious that teachers can affect their students in many ways. Teachers who have good reading habits and who value reading habits in front of their students can positively affect their students' in developing their reading habit. on the contrary, English language teachers who don't encourage secondary school students, and those with poor reading habit negatively affect their students' reading habits. According to Applegate (2004) teachers are well suited to influence their students' reading and literacy development by promoting and valuing reading inside and outside the classroom. Perez (1986) states that teachers who serve as reading role models demonstrate the importance and priority of reading in their own lives can greatly influence students' attitudes toward reading.

But, teachers who may not have reading habit themselves may fail to encourage secondary school students' reading habit. Teachers who do not read or communicate its value have trouble convincing students that reading is important (Turner 1992:51). And, according to a study by K.K.Palani (2012), even teachers are unlikely to get their students to become library-goers because although teachers preach the value of reading, they usually do not read much it because they too were not given the gift of the reading habit. But, the role of EFL teachers is to encourage students' desire to acquire reading culture (Sana, 2013). Nevertheless, EFL teachers who fail to do so are likely to discourage the reading habit of their students. And, thus they affect their students' reading habit negatively.

To wind up this section, English language teachers with good English reading habit can impact reading motivation of students. And, those with poor English reading habit may assist little in developing their students' English reading habit. Therefore, it is important that English teachers have positive attitude towards English reading habit so that they may help their students in the development of good English reading habit.

### **2.11.2. Family background**

High school students, like students in other grade levels, do come from different family background and home environment. And, the impact of these variables in the development of English reading habit can't be undermined. In fact, they are expected to play the initial role in fostering reading habit of young children. Concerning this, there are a lot of scholars who also discuss the role of family in the development of reading habit of students. To begin with, Aebersold and Field (1997) say that families foster a variety of experience that affect reading family members, especially parents or other adult relatives in the house model reading behavior, habits and attitude. Parents play a significant role in

encouraging their children to read by being role models, discussing reading with them and creating a reading environment at home through providing interesting reading materials and comfortable place for reading( Tammy, 2013).

While educated and literate family members, especially those who are readers and who are aware of the value of reading are likely to influence their children to become readers, on the contrary those who illiterate and ignorant about the value of reading habit are likely to influence their children's reading habit negatively. Moreover, parents with low income may have financial constraint to buy their various reading materials. In line with this, Grab states that Grab states that "Low income families have students in greater risk of reading difficulties." And, Parents don't know much about the value of reading is unlikely to inculcate reading habit in their children. Dike (1993) says that many parents manage to pay school fees but they forget to buy their children books. Thus, they fail to encourage their children for reading.

To conclude my discussion in this section, parents who are not educated and aware of the value of reading habit for their children fail to fulfill what is expected of them in developing and encouraging reading habit in their children. Similarly, parents' low economic income also doesn't afford to buy different material that their children might want read. Thus, they, too negatively affect the reading habit of their children. So, poor and illiterate parent affect their children's reading habit and in this case they are among factors influencing English reading habit of secondary school students.

### **2.11.3 Home environment**

Home environment is the environment where secondary school students live with parents and secure love and any other opportunities as a result of being a child. However, in helping students to develop their reading habit, home environment is expected to provide reading materials and reading place free of any noisy situation. Scholars such Grab report that home environment should needs to be free from all distractions that can make the acquisition of reading culture more complex. Samuel (2018) is also of this view and reports that lack of conducive home environment is one of the hindrances that discourage the reading habit of students. So, in appropriate home environment fails to encourage and motivate students' willingness to acquire reading at home environment and thus negatively affect the reading habit of the young children.

According to several studies, reading habit for students develops in social contexts where they share their reading experience and interact with others such as family members and friends. According World Vision International Survey Report (2015), significant factor that affects students' reading habit is family and home environment. This is because developing readers undergo various activities and

experiences in home environment, and these contribute significantly to language and literacy development, especially if parents are involved with this activities at home environment. However, home environment that doesn't offer these opportunities is likely to affect the reading habit of students.

Home factors such the availability of reading materials affect the development of reading habit (Adekola, 2012). Other studies recommend that home environment support as including the availability of reading materials, and fluency of reading to children, contribute to the formation of positive attitude towards reading. However, home environment that fails to contribute to secondary school students in this regard discourages their reading habit.

So, generally, home environment that distracts students' reading, that provides poor facility for reading, that fails to encourage reading and that doesn't appreciate reading, negatively influences secondary students' reading habit.

#### **2.11.4 Excessive use of social media**

Social media may be defined as the use of electronic information exchange tools such as "Face book, Whats up, Skype, Messenger, YouTube, Tweeter, Tago, and the like. Social media according to Mozee (2012) is a term commonly used to describe different types of communication platforms and electronic ways of interacting. It is further described as a collection of Internet based applications that build on the ideological and technological underpinnings of Web 2.0 and permits the formulation and exchange of user-generated content and depend mostly on mobile and Web technologies to create highly interactive platforms through which individuals and communities share, create, discuss and modify user-generated content (Kaplan and Haenlein 2010).

Although social media helps people in exchanging information regardless of place and time constraints, it does also have its own demerits, especially on students' reading habits. Lots of studies have been done about the negative influence of social media on students' reading culture or habit. For instance, Wang et al (2010) suggested that social media use is negatively associated with reading habit and academic performance of students. Ochoa (2010) goes beyond this, and says that social media (SM) has proven to be generally addictive on students who devote their substantial amount of time to chat and maintain social connections. From these scholarly thoughts it can be inferred that the intensification of use of SM consumes and down plays students' precious time that should be devoted to reading that develops students in all round personality.

There are also other studies which report the influence of SM on students reading habit. In a study conducted by Samson and Hezekiah (2018), in Nigeria on “Effects of Social Media Use on the Reading Habits of Selected High School Students”, they found out that high school students spend much time on the use of SM and this causes an uncultured lifestyle reading. And, in their study, they concluded that social media has constituted a great havoc on the reading culture of high school students. Similarly, Shabo and Usafia( 2009) points out that the reading culture has been washed down to the drain as a consequence of the evolution of technology and the advent of social media. According to Canadian Journal and Industrial Research vol.3 No.4, May 2012, the New Technologies (ICT) not only influences students’ learning and studying in the classroom, but also affects their reading behaviors at home.

To conclude, from the discussions above, it can be said that social media use influences reading habit of secondary school students negatively by consuming time that might have been use for reading so as to access information in various reading materials by high school students.

#### **2.11.5. Language background of the students**

In Ethiopian context, where English is spoken and taught as a FL, ground knowledge is perhaps among the most important factors that lead and influence our students to read little in English and thus have a poor reading habit. Language background and reading proficiency are very important factors that may affect English reading habit of secondary school students. Background knowledge opportunities like familiarity with new vocabulary used in the text they are reading, word knowledge and the way in which words are used and how they work. Mubashir (2015) says if the students’ vocabulary is weak, they will not be able to understand whole text; knowledge of the target language and difficulty of text are also important factors that may affect the reading habit of secondary school students. To understand what students are reading, they should have adequate knowledge of vocabulary and grammar of the target knowledge ( Tsegaye, 2013). Moreover, students who read beyond their language proficiency level may become desperate because complex grammatical structure and new vocabulary may frustrate them and they may stop reading (Aebersold& Field, 1997).

To conclude, reading text appropriate to the students’ background knowledge, and those that are at the right language proficiency of the students are likely to appeal to the students and draw their attention when they are reading, and thus positively affect their reading habit and contribute to the development of Secondary students’ English reading habit. On the contrary, those reading materials that have little relation with the students’ background knowledge and which are beyond their current reading

proficiency and language command level are likely to discourage students from reading in English. So, such texts negatively affect students' English reading habit.

Therefore, when teachers plan to develop their students' English reading habit, they should recommend reading materials in to which students can bring their prior knowledge when they are reading them. What is more, these materials should also be at the right language proficiency level so that both the structure and the vocabulary may not impede comprehension and stop students from reading.

#### **2.11.6 Inadequate reading materials**

Lack of adequate reading materials both at home and school libraries are among the factors that affect English reading habit of secondary school students. Akande et al( 2018) pointed out that lack of reading materials affected the reading habit of secondary school students.

Parents who can supply their children with adequate supply of reading materials are affecting students' reading habit at home, especially at the early age when children are expected to begin reading and appreciate books and other reading materials. Similarly, a school library doesn't have various reading materials for secondary school students are likely to discourage secondary school students' reading habit.

#### **2.12. Ways of promoting English reading habit**

Ways of promoting reading habit (refers to the strategies and mechanisms that may be employed to promote reading habit (ERH) of secondary school students in the context of this research study. As ERH is very essential for students in improving their English language abilities by improving the students' linguistic and language skills' proficiency, it has to be promoted through the application appropriate mechanisms and strategies. This is mainly because reading habit has influence on the overall academic achievement of the students.

Developing a good reading habit is highly essential to students because it will enable reading with ease, and provide opportunity to have great accomplishments in any task. However, many students do not embrace the habits of reading the way it is expected, hence, there is need for cultivating a good reading habit early in the life of every student which would act as a catalyst to their personal development and lifelong learning. There is a general saying that 'readers are leaders: when a student is an avid reader, such would have an edge over his colleagues, who are casual readers because they

would acquire inspiration, information and have an insight into the rich knowledge of the world around him through reading.

The ideas in the two preceding paragraphs tell us that reading is essential and that it has to be promoted. While reading in various sources about reading the significance of reading habit and ways of promoting it, the researcher came to realize that reading habit promotion requires the involvement of different personalities at different levels. Various sources state that English language teachers, school administration and libraries can play significant role in the promotion of reading habit of secondary school students.

### **2.12.1 Encouragement from English Language teachers**

While reading different materials for literature review about reading habit, the researcher came to realize that teachers play an indispensable role in cultivating and making students have love for reading. High school teachers should be involved aggressively in promoting English reading habit of secondary school students. To do so, they may begin by assessing their reading competency and should start from that level at which students may come up with conveniently and enjoy the reading practice. Teachers must ask frequent questions on the read book that would provoke the curiosity of students to read more and more (Akande and Oyedapo, 2018). These scholars further state that School teachers should advocate for the integration of reading into the school curriculum to resuscitate the dying reading habits of secondary school students. In addition, school teachers should encourage students to use the library by giving assignments that will compel students to use the library such as reading novels presentation of book reviews. They can also recommend different reading materials to be bought through the school and be put in the library.

To wind up, although all teachers may play role in promoting English reading habit of the students, specifically English language teachers are expected to promote English reading habit by talking to the students about the importance of English reading habit. For example, teachers may tell the students that English reading habit helps them to learn lots of new words, and thus increases their word potential; they may talk about how reading in English improves their linguistic and language proficiency. Moreover, they can also talk to that reading in English helps them to cope up with the changes in the area of science and technology. Not only this, they can also tell them that reading in English helps them to have knowledge of the world. This way, they can easily promote English reading habit of the students.

### **2.13. Help from administration and librarians**

Librarians and school administration can also play a significant role in promoting reading habit of the high school students. Librarians can orient the students on library use and reading habit significance. They can also give information on the list of reading materials available and this may include also the new arrivals. Besides, they can also create conducive and attractive reading environment in the library by working together with the school administration. On the other hand, the administration can cooperate with the librarians by giving budget for books purchase. Moreover, school administration, together with teachers, can establish reading clubs and should also set reading day at school. On this day, various activities that may promote reading habit can be thought of. It is possible to develop the students' reading habit if the three bodies concerned school administrators, librarians and teachers-work cooperatively in helping their students (Cleary, 1972). This shows that the cooperation of these three bodies can help a lot in promoting reading habit of high school students.

### **2.14. Enhancing students' motivation for reading**

Motivation is a drive from within or outside of a person's mind and it usually initiates people to do something. Although motivation varies from person to person, there is a possibility to bring people's motivation into a pool in some specific issues. Now, here, the case in point is reading habit. The complex term, reading habit, seems an issue for all human beings, especially for students, in this modern world (Tsegaye, 2013). Teachers, school directors and librarians at school and parents at home can motivate students to get awareness in the social as well as self-esteem.

Guthrie and Greaney (1991) state that people's attitude to reading are resultant from perceptions acquired from past reading experiences regarding how pleasurable and valuable reading is. From this it can be inferred that reading attitude for students can be gained from parents at home environment, from teachers at school and from the community as a whole. So, parents who read and have reading habit, teachers who are avid readers and different reading personalities in the community together can influence students to have positive attitudes towards reading and can also serve as reading role models. Thus, they are likely to promote reading habit of high school students.

### **2.15. Supply of easy and enjoyable non-textbook authentic reading materials**

Reading habit is mainly associated with reading for pleasure. Therefore, text book and text book related reading materials available in school libraries are not enough. Moreover, such books are read for academic information, not for entertainment. Other reading different, interesting and stimulating reading materials such as stories, magazines, fictions, novels, newspapers on various issues, scientific

papers should be available for students to read in the libraries. The literature presents many arguments for the use of authentic materials in teaching FL reading (e.g., Allen et al., 1988 & Byrnes, 1987). So, to promote reading habit in secondary schools, school libraries and school administration should provide appropriate reading materials for high school so that they may read in their free time in their libraries or they may borrow and read them at home. This way, reading habit of high school students may be promoted.

## **2.16. Empirical investigations**

### **2.16.1. Review of Related Studies in the international Context**

K.K, Palani (2012) the aim of this research is to investigate reading habits and interests of students in the faculties of education. The study is a descriptive undertaking in the scanning model. The sample of the study was chosen from students studying in universities in the Turkish Republic of Northern Cyprus. Determined by the convenience sampling method, a total of 317 students with 62.80% girls (n=199) and 37.20% boys (n=118) constitute the population of the study. “Reading Interests Scale (RIS)” and “Reading Habit Questionnaire Adults Form (RHQ-A) that were developed by Dökmen (1994) and personal information form were used as a data collecting tool. In the analysis of the data, f-test, t-test, Chi-square test and Scheffe techniques were used. The level of statistical significance was accepted as .05 in the study. As a result of the research, it was determined that reading interests of the students are at medium level ( $=59.675+8.687$ ) and it was determined that there is a meaningful differentiation according to gender ( $t=2.876$ ;  $p<.05$ ) and socio economic level ( $F=8.173$ ;  $p<.05$ ). In addition reading habit of the students was determined very low. In this context, requirement of development of reading habits and interest of the students was determined”.

Children’s and young people reading (2005), “Teacher educators, classroom teachers, and reading researchers generally concur that engaging in recreational (or “free voluntary reading”) *and* academic (or “school-related reading”) reading is critically important for students’ reading development and overall academic achievement (e.g., Krashen, 2004; Wu & Samuels, 2004). Therefore, students at all levels, including adolescents and adults, are expected and encouraged to engage in both of these types of reading. However, in light of the emergence of the Internet as an exceedingly prominent new information and communication technology, it is unclear whether the time college students spend on the Internet and watching television displaces or interferes with the time these students report spending on conventional reading for academic or recreational purposes”.

Mokhtari, Kouider(2009), “This paper reports the findings of a study of undergraduate student use of, and attitudes toward, textbooks and other assigned reading. More than 1200 students of various subjects at three Swedish universities were surveyed. Most students said reading played an important role in learning generally and attributed positive characteristics to their textbooks. However, students’ self-reported reading behavior was at odds with these attitudes, with many students reporting some degree of non-compliance with reading assignments and a small group of students expressing active resistance to completing reading assignments. Although textbooks were perceived as valuable, students reported a preference for learning course content from other resources, such as lectures and lecture notes. Textbooks were perceived as alternatives, rather than complements, to attending class. Differences were found across academic disciplines. Implications of these findings for educational administration and classroom practice are discussed”.

Pecorari, Diane(2012), “This Study investigates the reading and library habits among teenagers in Oslo, Norway using qualitative interviews and survey. Interviews with four girls demonstrate individual variation in their literary tastes and in the roles of reading they take on . The survey gives an overview of teenagers library use and their literature preferences and detects that girl and boys differ in preferences of reading media. Differences in literary tastes are also shown as gender based. The survey indicates different patterns in reading frequency and reading materials in the sense that students from the schools with the closest connection to the public Library read more, as well as in a broader range of reading materials than students from schools with no such connection”.

Nathanson, Steven, John Pruslow and Roberta Levitt (2008),“This article describes a questionnaire survey of 747 students enrolled in a graduate school of education, who are currently teachers or prospective teachers. The Literacy Habits Questionnaire, developed by Applegate and Applegate, was administered in September 2006. Findings suggest a high prevalence of literacy, the ability to read but a disinterest in personal reading. Although graduate students acknowledge the importance of reading for teachers, they do not themselves exhibit investment in personal reading. Also, the findings suggest that professors of literacy and education need to do more to encourage personal reading by incorporating strategies to promote reading among current and future literacy professionals.”

Nor Shahriza, Abdul Karim(2006), “This study is an attempt to understand the reading habits and attitudes of the Bachelor of IT students and the Bachelor of Arts students from the International Islamic University Malaysia. The study also aims to explore these differences in terms of gender. Design/methodology/approach – The study used a survey approach in collecting the data. The population of the study was the undergraduate students from two academic faculties at the university.

The faculties were Kulliyah of Information and Communication Technology (KICT) (IT-based) and Kulliyah of Islamic Revealed Knowledge and Human Science (KIRKH) (arts-based). Based on the 400b sample drawn, 127 responses were received from the survey. Findings – The study finds that the web site is seen as an increasingly important reading source. Significant differences exist between academic programs and types of reading materials and reading resources particularly use the web sites. Some differences in reading habits and attitudes were also observed between male and female participants. Research limitations/implications – Limitations in this study are related to the small sample size, the inclusion of only two academic faculties, and the limited amount of variables studied. Practical implications – In general, the findings of the study should assist the University authority, especially the library and the computing department, to look into service matters pertaining to accommodating the reading as well as the studying habits of the student. Originality/value – The pattern of reading, as is known from the past, may not be the same as reading as it is known today or in the future. Research in reading habits needs to be further updated by including current advancement in ICT, where the technology has enabled reading to be more timely and somewhat non-linear by using devices such as computers, PDAs and wireless phones without the presence of any printed document.”

Md, Sohail and AndleebAlvi(2011),“Study of data collected from 56 users by the administrating questionnaires among their attitudes towards reading habits and purpose of the visiting of libraries at Delhi Public Library, New Delhi, indicate that the, purpose of reading, preference of language, form of library collection, assistance from the library staff in the use of resources and services is necessary to help users meet their information requirements. Finds that people are unable to visit the library regularly due to lack or shortage of time and literature being mostly read by the users are magazines and newspapers”

*S. M. Shafi and Fayaz Ahmad Loan* (2011), “Reading has increasingly been the object of empirical and theoretical investigation since decades being studied from different dimension by subject specialists particularly Psychology, Sociology, Education, Media Studies and Library & Information Science. The present study aims to investigate the reading habits of the college students and their gender variability. Design/Methodology/Approach The survey method is employed with a questionnaire for data collection following stratified random sampling. The data is analyzed using different statistical and quantitative techniques. The findings obtained are correlated with earlier studies. Besides Z-statistic test is applied for the testing of hypothesis. Findings The results reveal that the college students have positive attitude towards reading with females being more dominant. The students, irrespective of gender acquire reading habits mostly of their own and prefer to read in

morning, at home and in English language. The results discover that male read for information and females for education more. It further reveals that the male students mostly read about Religion, Politics and Literature whereas majority of female prefer Religion, Science & Technology and Literature. Research limitations/implications Despite providing meaningful insights on reading habits across genders, the limitation of the study is its sample size and frame focusing college students. This makes it difficult to generalize the results across different sections of the society. Originality/value the study confirms that gender is the principle factor affecting reading habits of students and females are more pre-dominant than males in reading culture”

M.R. RAMESH (2012), “The paper explores the result of a study based on public libraries in Erode Corporation, Tamilnadu. Totally 200 readers were surveyed with the help of a structured questionnaire to know if the public library users of Erode Corporation, Tamilnadu have the habit of reading or not. The results of this study which aimed to find out the reasons for reading books and how the electronic media like TV, CDs and DVDs have influenced reading habits of people has enabled us to reveal some interesting findings given in results and discussions part of this paper. The findings are worth for sharing with the LIS professionals.

”Ofodu Graceful Onovughe(2012) “Within the Nigerian context, it is worrisome to notice the way derogatory comments about the way students apply themselves to modern technologies. Many people have attributed students’ non-challant attitude to reading to the use of the Internet. The reason is that they do not seem to see any correlation between the Internet and reading. The purpose of this study is to examine the Internet use and reading habits of higher institution students in Ekiti State. The study was conducted using a descriptive survey research method. The population for the study consists of one state university, one private university and a federal polytechnic. The simple random sampling technique was used to select the sample that was used for the study. 266 higher institution first year students were randomly selected from the population. This cut across all disciplines ranging from arts to science to engineering and social sciences, inclusive of both sexes. The survey instrument was a questionnaire titled ‘Internet use and reading habits of higher institution students in Ekiti state’. All data were analyzed using simple percentages. Finding revealed that a large percentage of the respondents’ generally enjoy reading and it could be safely said that the reading culture of the students is favorable since the advent of internet. It also reveals that large number respondents actually engage in activities that may not add value to their academic performance.

## 2.16.2. Review of Related Studies in the Local Context

In Ethiopia, where English is used as a medium of instruction in secondary and tertiary level of education, reading is outlying the most important of the four skills in academic area. Since English is a medium of instruction and nearly all materials are written in this language, students' academic success or failure by large depends up on their ability to read and comprehend the academic materials. However, Hailemichael (1984) shows that education in Ethiopia is abridged because of the gap between students' reading comprehension and the reading difficulty level of an assigned text books. Atlabatchew (2015) pointed out that most studies done in Ethiopia on the field of reading shows that most students are poor in their comprehension skill. Researchers such as Gebremedhin (1993); Mendida (1998) carried out researches concerning reading problems of students in university levels. The studies indicate that students' reading comprehension skill is below what is expected of them. The same problem was also confirmed by some of local researchers of government high schools. For example, Gebrie (2012) suggested that text related factors impede students reading comprehension practice in English class room at Harar senior secondary school grade nine in focus.

## 2.17. Theoretical framework

According to constructivism, learning occurs when individuals integrate a new knowledge with a prior one (Tracey, 2006). Since the reader plays a fundamental role in the construction of meaning, his age, gender, experience, and culture are important considerations for teachers who want to select readings that will motivate their students. Learners need to build schemata and make connections between new ideas and what they already have in their minds, which is known as schema theory. This theory describes the process by which readers combine their own background with the information in the text (Stott, 2001). Therefore, according to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate textual material to one's own background (Carrel & Eisterhold, 2000).

Another theory closely related to top-down processing called *schema theory* also had a major impact on reading instruction. It describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to decode a text. The ability to use this schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text.

Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994: 14) calls *schemes* the "extensive representations of more general patterns or regularities that occur in our experience". For instance

one's generic scheme of an airplane will allow him to make sense of airplane he has not previously flew with. This means that past experiences will be related to new experiences, which may include the knowledge of "objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information" (Kucer,). Anderson (1994) presents research showing that recall of information in a text is affected by the reader's schemata and explains that "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message".

Schema theorists differentiate *formal schemata* (knowledge about the structure of a text) from *content schemata* (knowledge about the subject matter of a text), and a reader's prior knowledge of both schemata enables him to predict events and meaning as well as to infer meaning from a wider context. Formal schemata refers to the way that texts differ from one another; for example, a reading text could be a fictional work, a letter to the editor, or a scientific essay, and each genre will have a different structural organization. Knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like (Smith 1994). For example, if a reader knows that the typical format of a research article consists of sections subtitled *Introduction*, *Theoretical Basis*, *Methods*, *Results*, *Discussion*, and *Conclusion*, that knowledge will facilitate their interaction with the article and boost comprehension. On the other hand, if he is not familiar with this formal schema, teaching it to him could lead to improved reading ability with lasting and beneficial effects.

A content schema refers to the message of the text. One's familiarity with the content will make more productive and efficient. As Anderson (1994: 469) explains, "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". In parallel with this, Bransford (1994) points out that difficulties in comprehension may be caused by the lack of background knowledge presumed by the text, and he sees the responsibility of instructors as being twofold: to activate preexisting schemata and to help students to integrate isolated "parcels" of knowledge into a schema or to build a new one.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Descriptions of the study area**

The Kambata Tembaro Zone (KTZ) was one of a zone in Southern Nation Nationalities and People Region (SNNPR). It was bordered on the south by Wolayita, on the southwest by Dawuro, on the North West by Hadiya, on the north by Gurage, on the east by Halaba special Woreda, and on the southwest by an exclusive of Hadiya zone. The administrative center is Durame. It was 301km far from Addis Ababa and 119km from Hawassa. Kambata Tembaro Zone (KTZ) which has seven Woreda and three city administrations like, Kedida Gamela, Kachabira, Angacha, Doyogana, Damboya, Tembaro, Hadero Tunto Woreda and Durame, Shinshcho, and Hadaro city administrations. There are 38 secondary schools in the Zone. Kambata Tembaro zone lies between 7,103,048 and 7,500, 946 degrees north latitude and 37,841,711 and 38, 078, 387 degrees east longitude in the escarpments of the south western Ethiopia high lands overlooking the rift valley, from north (Hadya zone) to south (Hadya and Wolaita zone) in the east (Halaba special Woreda) and in the west (Omo river and Dawro zone). Durame town is the capital town of Kambata Tembaro zone and located in southern part of Ethiopia. Three dominant ethnic groups are live and those groups are Kambata Tembaro and Donga. Kambata Tembaro zone is located 350 kms far away from capital town of Addis Ababa and 119 kms far from the capital town of SNNPR, Hawassa. Among these Woredas, Kedida Gamela Woreda has 3 secondary schools and the study was conducted. This Woreda is 339 Kms far from the Addis Ababa. These three schools are Dega Kedida Secondary and Preparatory School, Jore Secondary School, and Teza Gerba Secondary School. The participants of this study are the students of grade ten and English language teachers, school directors and librarians of the three selected secondary and preparatory schools.

### **3.2. Research Design**

In this study descriptive-co relational research design was employed to describe the EFL students' perception and habits of reading resources written in English in Kedida Gamela Woreda secondary and preparatory schools of grade 10 students and to establish patterns of relationship of both perception and practice of students. According to Grove, Gray, and Burns (2014), this method was appropriate when study aim was to describe variables and examine relationships among these variables and help identify many interrelationships of variables that have already occurred or are currently occurring as process, according to Wragg (2012), it begins describing what happens and then it examines systematically the correlation between process and outcome.

### **3.3. Research Approach**

In this particular study, both quantitative and qualitative research approaches were employed. In qualitative research approach, the study was based on gathering qualitative data that are neither measurable nor quantifiable, while quantitative study was based on quantifiable, measurable and numerical data. Each approach has its own benefits and limitations. Quantitative approach is known for higher reliability and validity and lesser bias as compared to qualitative approach. It is also relatively faster than qualitative approach (Denizen and Lincoln, 2011). However, the main limitation in quantitative method is that it cannot study feeling, perceptions, and opinions of participants. Qualitative approach is useful which is primarily used to study feelings, experiences, perceptions, and opinions of participants. The mixed approaches are the hybrid of the two methods. It is used to overcome weakness in both methods while exploiting their benefits, the function of qualitative method is to elaborate open ended questions and help in explaining and interpreting the finding of quantitative studies (Kothari, 2004). The quantitative approach of data in this study was used to generate the main data source through the use of close-ended questionnaire and the qualitative method was employed to generate data through the use of semi-structured interview and observation.

### **3.4. Sources of Data**

The data for this research study was generated from primary and secondary data sources. Therefore, source of primary data for the research study were grade 10 students of Kedida Gamela Woreda secondary and Preparatory Schools, English Language teachers of these students, school directors and librarians of these schools in the academic year 2020/21 G.C. The secondary data was generated from various books written on reading and reading habit, articles, journals and different researches done on reading and reading habit.

### **3.5. Population, sample size and sampling technique**

#### **3.5.1. Population of the Study**

Population of this study are grade ten students, their English language teachers, school directors and librarians of the three Secondary schools, in the year 2013 E.C.

#### **3.5.2. Sample size determination and Sampling Technique**

Kembata Tembaro Zone (KTZ) which has seven Woreda and three city administrations like, Kedida Gamela, Kachabira, Angacha, Doyogana, Damboya, Tembaro, Hadero Tunto Woreda and Durame,

Shinshcho, and Hadero city administrations. Out of this Kadida Gamela was selected by using lottery sampling technique. To this end, the number was assigned for each Woreda and Town administration and then randomly one sampled was taken. Secondary schools were taken by using census enumeration because the number was too few to take sample from. Grade 10 was taken as the sample purposively since grade 10 was the highest grade in two of sampled secondary schools and at middle one of sampled secondary school so that they might avail the intended information better than grade nine students.

To select students from total population, proportionate stratified random sampling technique was used. According to Kothari (2004), if the population of the study is heterogeneous, it made homogenous by forming strata. However, the study subjects were similar in terms of grade level because they were in the same grade level the age category varied (heterogeneous) across students' in sampled secondary schools because age might be the factor to determine students reading habit towards academic or nonacademic readings. Therefore, three age bracket like 21-25, 26-30 and 31-40 of the students were used as stratum so the age 21-25 years assigned as strata 1, 26-30 as strata 2 and 31-40 as strata 3. Then equal proportion (10%) was taken as the sample from each stratum. In line with this, there were 906 students in grade ten at all in Kadida Gamela Woreda.

| s/n | Secondary schools | Students stratification based on age |             |            |             |            |             |
|-----|-------------------|--------------------------------------|-------------|------------|-------------|------------|-------------|
|     |                   | 21-25years                           |             | 26-30years |             | 31-40years |             |
|     |                   | Population                           | Sample size | population | Sample size | Population | Sample size |
| 1   | DegaKedida        | 136                                  | 14          | 106        | 11          | 83         | 8           |
| 2   | Jore              | 103                                  | 10          | 86         | 9           | 89         | 9           |
| 3   | Teza Gerba        | 97                                   | 10          | 94         | 9           | 98         | 10          |
| 4   | Total             | 336                                  | 34          | 286        | 29          | 270        | 27          |

Out of the total number, 325 students in grade ten in Dega Kedida Secondary and Preparatory School, only 10%(33 students) were directly participated in the study. And, out of 278 students in Jore Secondary School, only 10% (28 students) were participated in the study. And, from 10% (289) students in Teza Gerba Secondary School, 29 students were selected to generate the data needed. So,  $33+28+29=90$  (ninety) students were participated in this research study. Finally, required sample size was taken from each stratum by using simple random sampling technique.

Out of the available four English language teachers of grade ten in DegaKedida Secondary and Preparatory School, one English language teachers were selected purposively based on their teaching experience . And, from the three English language teachers in grade ten in Jore Secondary School, one teacher was selected purposively based on work experience in the study. Similarly, from the three English Language teachers in Teza Gerba Secondary School, one teacher was selected for the interview by the same criteria to the above secondary schools. The one school director was selected for the interview from each secondary school purposively based on the work experience. From the librarians, one librarian was selected from each Secondary schoolboy using non probability purposive sampling because sampled librarians' were well experienced so that they availed intended information .Totally; three librarians were selected out of 9(three in each secondary school) librarians in three secondary schools in Kadida Gamela.

Table 3.2. Summary of populations, sample size, sampling technique and data gathering tools

| s/n | Subjects          | Population | Sample size | Sampling technique         | Data gathering tools |
|-----|-------------------|------------|-------------|----------------------------|----------------------|
| 1   | Secondary schools | 3          | 3           | Censes                     |                      |
| 2   | Teachers          | 10         | 3           | Purposive                  | Interview            |
| 3   | Liberians         | 11         | 3           | Purposive                  | Interview            |
| 4   | Directors         | 8          | 3           | Purposive                  | Interview            |
| 4   | Students          | 892        | 90          | Stratified random sampling | Questionnaire        |

### 3.5. Data Collection Instruments

The instruments that were employed so as to collect data for this study are questionnaire, interview and observation. As students who participate in the study were the main data source, questionnaire was used to generate data from students. Interview was used to generate data from teachers, school directors and librarians.

#### 3.5.1. Questionnaire

According to Kumar (2011), a questionnaire is a list of written questions, the answers to which are recorded by the respondents. Questionnaire is one of the instruments to be used to collect information about condition relatively large sample studies, and it can provide evidence of patterns amongst large population (Kendall, 2008). A questionnaire is among the most prominent methods in quantitative

research because it usually requires subjects to respond to stimuli and thus they act naturally (Anteneh, 2016).

As this study is descriptive co-relational research, it requires quantitative data, and the researcher believed that the use of questionnaire could enable him to generate valid data from the wider sample, which is data from the students. This questionnaire was designed in a five point Likert scale, from strongly agree to strongly disagree and always to never. Thus, the questionnaire focus on students' perception of reading, their reading habits, factors influencing their English reading habits, what materials they read, how often and long they read, how their English teachers and their schools and their parents help them with their reading habits..

### **3.5.2. Semi-Structured Interview**

Interview is a widely used research tool in descriptive (qualitative) research studies because interviews are used to access people's experiences, attitude, perceptions and reality. Koul (1984) & Patton (1990) state that interview is crucial so as to examine the internal feelings of a behavior of the informants the researcher is not able to directly observe. This is possible because interview is interactive and responsive that occurs between interviewer and interviewee. Franklin (2012) believes that the responses to interview help that data that can't be secured through the use of questionnaire or that can't be secured via observation. Semi-structured interview is flexible enough and can give chance for the interviewee sessions so that respondents may have more chance to clearly understand the items. So, the researcher prepared semi-structured interview based on the items on the questionnaire for the three directors, English teachers and the librarians.

### **3.5.3. Observation**

Dornyei (2007), observation "provides direct information rather than self-reported accounts." So, by using this data gathering tool, the researcher needs to collect the required information to the study, next to the questionnaire and interview, by assessing what is actually happening in the library while the students are reading. The researcher observed twice each library for an hour. This data gathering tool was used to check whether the students have a reading habit or not, what kinds of reading materials do students read, and it is also used to check factors that students face in the library in their reading habit. In this regard, the researcher designed checklist to assess their reading habits, to identify what possible factors hinder the development of reading habit, and to analyze how they affect students from developing reading habit.

### **3.6. Procedure of Data Collection**

Before implementing any of the tools above, the researcher held discussion with the school principals, language department heads, and other administrative bodies about the aim of his research study, and the reason he collect the data. This create conducive atmosphere and help the researcher to get cooperation from these personalities. The selection of sample students was done through the help of homeroom teachers. Then, the selected students were asked to be in a private room where they were given brief explanation on what they were going to do. Then, they were provided with the final draft of the questionnaire. Then, the researcher explained the objective of the study, and also told the respondents that their responses were used for the research study purpose only. After the questionnaire was dispatched and the response was collected, interviewing the teachers, directors and the librarians was followed respectively.

### **3.7. Methods of Data Analysis and Discussion**

Both quantitative and qualitative data were collected through the data collection instruments. Accordingly, both quantitative and qualitative approaches were employed for the data analysis and discussion. First, the quantitative data that was obtained from questionnaire that organized and presented in tables frequency, percentages and mean value by using SPSS version 20 software for the descriptive data, whereas for the inferential statistics, Pearson's correlation was employed. Secondly, the qualitative data that was collected through semi-structured interview from teachers, directors and librarians and observation by the researcher of this study were presented by narrations. The researcher first transcribed the response of the interview in a note form. Then, this data was presented, analyzed and interpreted qualitatively.

### **3.8. Validity and Reliability of the Instruments**

Validity refers the extent to which instrument measures what it was supposed to measure and the reliability of the research instrument was the extent to which yields the same results on repeated measures (Haber & Lobiondo- Wood, 2006). Therefore, in this study the data collection instruments distributed to respondents of the secondary schools of the study area that were not included in this study to check validity and reliability of them.

The validity of instruments was assessed by the pilot test done by the researcher. It was administered to 20EFL students of grade 10 in Hambo Secondary School that were not included in the main study. To enhance content validity, appropriate and adequate items relevant to research objectives were

included in the questionnaire. To ensure reliability of the instrument, the researcher used the pilot test. The technique involves administering the same instrument to the same respondents twice. This is administered at an interval of two weeks. See the following table for the score of reliability using Cronbach's Alpha.

**Table 3. 3: Reliability Coefficients Cronbach's Alpha**

| s/n | Category of items  | No of item | Cronbach's Alpha Coefficients | Rank |
|-----|--|------------|-------------------------------|------|
| 1   | Students' purpose of reading resources written in English                                  | 6          | 0.928                         | 4    |
| 2   | Students' reading preference of materials written in English                               | 7          | 0.944                         | 2    |
| 3   | Data analysis results on students' reading habit   | 6          | 0.934                         | 3    |
| 4   | The role of teachers in encouraging students' reading habit                                | 6          | 0.951                         | 1    |
| 5   | The role played by the directors and parents to make students develop their reading habit. | 4          | 0.902                         | 6    |
| 6   | Factors affecting EFL students' reading habit  | 10         | 0.908                         | 5    |
| 7   | Average Reliability Coefficients   |            | 0.9246                        |      |

As can be seen from Table 3. 3, all the instruments used in this study were reliable since their Cronbach's alpha coefficients ranged from 0.902 to 0.951 for the subscales and with the average reliability coefficient 0.9246. Accordingly, the standards that an instrument with coefficient of 0.60 is regarded to have an average reliability while the coefficient of 0.70 and above shows that the instrument has a high reliability standard (Sekaran and Bougie, 2010). Thus, the pilot test applied to test for the reliability and validity of data collection instruments for this study was within the range of high reliability standard. The instruments were tested for their validity and reliability in order to reduce measurement error as the most useful instrument is both valid and reliable. After pilot some of items were excluded and others were strengthening based on the comments of my advisors.

### **3.8. Ethical Considerations**

To avoid any possible bias with the responses of the respondents, the researcher guarantees the student participants that their responses would be confidential and be kept secret. Moreover, the researcher told them not to write their names on the questionnaire and also make verbal description that their responses to the items were only used for this study purpose. To put it more clearly, the link between teachers and students were remain anonymous and the participants were received orientation of the study before they begin replying to the items on the questionnaire.

## CHAPTER FOUR: RESULT AND DISCUSSION

In this chapter, the sample population and analysis of quantitative and qualitative data was done based on the information obtained through the questionnaires, interviews and observation analysis. The purpose of these data was to assess the assessment of EFL students' perception and habits of reading resources written in English: Kedida Gamela Woreda secondary schools of grade 10 students in focus. In view of that, questionnaire was distributed to 90 students of the sampled secondary schools in the study and interview was conducted with four grade 10 English language teachers, three librarians and three school directors. Therefore, data was composed from a total of 100 respondents out of these 90 respondents filled and returned the questionnaires and 10 respondents were interviewed. Mean scores were calculated from the data. For the purpose of easy analysis and interpretation, the mean values of each item were interpreted as follows: EFL students' perception and habits of reading resources written in English with a mean value of 0-1.49 as very low (strongly disagree), 1.50-2.49 as low (disagree), 2.50-3.49 as medium (undecided), 3.50- 4.49 as high (agree) and 4.50-5.00 as very high (strongly agree). Additionally, mean and SD: standard values were used to analysis and interpret. Finally, data from observation and interviews were triangulated in line with theoretical and empirical literature to cross validate the findings. The qualitative data was analyzed based on their source and tools of gathering and then quantitative data analyzed by substantiating it qualitative data analysis. This chapter had three sections. The first section dealt with quantitative data analysis based on the data collected through questionnaire while the second section was dealt with qualitative data analyses which were obtained through interview and observation.

## 4.1. Results of Quantitative Data

Table 4.1. Demographic characteristics of the respondents

| s/n | Item category of Background Information |                    | Frequency | Percent |
|-----|---|--------------------|-----------|---------|
| 1   | Sex                                     | Male               | 75        | 76      |
|     |   | Female             | 24        | 24      |
|     |   | Total              | 99        | 100.0   |
| 2   | Age                                     | 20 and Less than   |           | -       |
|     |   | 21-25              | 34        | 34.3    |
|     |   | 26-30              | 29        | 29.3    |
|     |   | 31-40              | 27        | 27.3    |
|     |   | Above 40           | 9         | 9.1     |
|     | Total                                   | 99                 | 100.0     |         |
| 3   | Educational level                       | BA degree          | 6         | 6.1     |
|     |   | MA                 | 3         | 3       |
|     |   | Grade 10           | 90        | 90.9    |
|     |   | Total              | 99        | 100.0   |
|     | Work experience                         | 0-5 years          | 2         | 22.2    |
|     |   | 6-10 years         | 3         | 33.3    |
|     |   | 16-20 years        | 4         | 44.4    |
|     |   | 21 and above years | -         |         |
|     |   | Total              | 9         | 100.0   |

As can be seen from the Table 4.1, with regard to sex category most 75 (76%) of the respondents were male while the remaining 24(24%) of them were female. In terms of age, few 34(34.3%) of the respondents were with age range of 21-25years and the rest 22(22.2%), 5(5.1%) and 4%) of them were with age interval 26-30, 31-35, 36-40 years respectively. As educational level of the respondents observed in the same Table, most 90(90.9) of them were students and 6(6.1%) BA degree holders whereas the remaining 3(3 %) were MA degree holders. In terms of work experience few 2(22.2%) of respondents served for 0-5years while 3(33.3%) and 4(4.4%) of them served for 6-10 years and 16-20years respectively. This implied that the respondents were appropriately selected because most of them were more experienced in terms of work experience so that we can assume they cloud possibly provided relevant information to this study.

### 4.1.1. Data analysis with regard to students' perception on reading habit

In this particular section students' reading perception was analyzed by their purpose of reading and by their preference of reading materials. In the first part items related to purpose and interest of reading were analyzed while in the second section items related to the preferences' of reading material were analyzed accordingly, item 1 to 6 included in the first section while item 1to 7 were analyzed in second section

**Table 4.2. Students' purpose of reading resources written in English**

|   | Items  | the response on the level of agreement |    |      |    |      |    |      |    |      |     |       |
|---|--|--|----|------|----|------|----|------|----|------|-----|-------|
|   |  | N                                      | SA |      | A  |      | UD |      | DA |      | X   | SD    |
|   |  |  | F  | %    | F  | %    | F  | %    | F  | %    |     |       |
| 1 | Reading can generate better academic performance for me  | 90                                     | 7  | 7.4  | 17 | 18.1 | 44 | 51.1 | 22 | 23.4 | 3.0 | 0.757 |
| 2 | Reading can broadens my knowledge base   | 90                                     |    |      | 73 | 81.9 | 17 | 18.1 |    |      | 3.8 | 0.394 |
| 3 | Reading enhances my communication skill  | 90                                     | 12 | 12.8 | 2  | 2.1  | 46 | 48.9 | 30 | 36.2 | 2.8 | 0.856 |
| 4 | Reading help acquire relevant information from school libraries  | 90                                     |    |      | 18 | 23.4 | 37 | 39.4 | 35 | 37.2 | 2.8 | 0.748 |
| 5 | Reading resources written in English improves your language ability  | 90                                     | 21 | 22.4 | 38 | 40.4 | 27 | 28.7 | 8  | 8.5  | 3.7 | 0.877 |
| 6 | Reading can help an individual in acquiring any information from the prestigious sources in the school libraries | 90                                     | 12 | 13.3 | 12 | 13.3 | 28 | 31.2 | 38 | 42.2 | 2.8 | 0.957 |
| 7 | Average  |  |    |      |    |      |    |      |    |      | 3.2 | 0.765 |

As can be seen from the table 4.2 of item 1, the response of students on reading can generate academic performance for them was analyzed. Accordingly, 7(7.4%) of the students strongly agreed on the statement while 44(51.1%) of the respondents did not decide on the statement and the others

17(18.1%) and 22(23.4%) of them expressed view as agreed and disagreed. This implied that majority of the students' do not perceive reading as generator of academic performance.

As presented in the table 4.2 of item 2, the response of students on reading can broaden knowledge base for them was analyzed. In view of that, 73(81.9 %) of the students agreed while 17(18.1%) of the respondents not decide on the statement. This indicated that most of the students apparent on the statement that said reading broaden knowledge base.

In item 3 of table 4.2, the response of students on reading enhances their communication skill for them was analyzed. In line with this request, 12(12.8%) of the respondents strongly agreed with the statement while the remaining 30(36.2%) of them disagreed with the statement and the other 2(2.1%) and 46(48.9%) of the respondents agreed and undecided on the statement respectively. This pointed out that except few students, most of the students not considered reading as the facilitator of communication skill.

As depicted in the Table 4.2 of item 4, the response of students on the statement that said reading help acquire relevant information from school libraries for them was analyzed. For this request , 18(23.4%) of the respondents agreed with the statement, 37(39.4%) of them undecided and 35(37.2%) of the respondents disagreed with the statement. This showed that students of sampled secondary schools help acquire relevant information from school libraries.

As sown in Table 4.2 of item 5, the responses of the students on reading resources written in English improves their language ability was analyzed. Accordingly, 17(22.4%) of the students expressed their strong agreement while 8(8.5%) of the respondents disagreed with the statement and the rest 38(40.4%) of them replied that they agreed and 27(28.7%) of them undecided to say nothing on the same statement. This indicated that the students' purpose of reading was not improvement of their language.

In item 6 of Table 4.2, the responses of the students on the statement that said reading can help an individual in acquiring any information from the prestigious sources in the school libraries was analyzed. Based on this request, the respondents that said they were strongly agreed and agree with this statement were 12(12.8%) each while the students that undecided and disagreed with the statement were 28(29.8%) and 42(44.6%) respectively. This implied that majority of the students didn't have awareness about the benefits of acquiring any information from the prestigious sources in the school libraries. The mean score of item 2 and 5 fall above average mean that pointed students believed reading broaden their knowledge base and help gather additional information while the mean score of

items 1,3,4 and 6 of the response was below average mean which implied students moderately perceived under these items as their purpose of reading.

**Table 4.3.Students’ reading preference of materials written in English**

As can be seen from the table 4.3 of it 1, 13(13.9%) of the students prefer reading English fictions, magazines newspapers for pleasure. Similarly 28(29.8) of the students agreed on the statement that said they read English fictions, magazines newspapers for pleasure. On the other hand 23(24.5%) and

| s<br>/ | Items   | the response on the level of agreement |    |      |    |      |    |      |    |      |  | X   | SD    |
|--------|---|--|----|------|----|------|----|------|----|------|--|-----|-------|
|        |   | N                                      | SA |      | A  |      | UD |      | DA |      |  |     |       |
|        |   |  | F  | %    | F  | %    | F  | %    | F  | %    |  |     |       |
| 1      | I read English fictions, magazines newspapers for pleasure        | 90                                     | 13 | 13.9 | 28 | 29.8 | 19 | 24.5 | 30 | 31.9 |  | 3.1 | 1.023 |
| 2      | I read English stories and poems in my free time as a hobby       | 90                                     |    |      | 22 | 23.4 | 51 | 58.5 | 17 | 18.1 |  | 4.0 | 0.627 |
| 3      | I read inspirational and general knowledge books                  | 90                                     |    |      | 35 | 41.5 | 55 | 58.5 |    |      |  | 3.4 | 0.490 |
| 4      | I read English Bible or Quran when in the church/ mosque          | 90                                     |    |      | 18 | 23.4 | 36 | 38.3 | 36 | 38.3 |  | 2.8 | 0.753 |
| 5      | I read English magazines and newspapers on sports in my free time | 90                                     |    |      | 24 | 26.7 | 42 | 46.6 | 24 | 26.7 |  | 2.9 | 0.702 |
| 6      | I read English biographies and autobiographies to pass time       | 90                                     |    |      | 21 | 23.3 | 24 | 26.7 | 45 | 50   |  | 2.7 | 0.774 |
| 7      | I read my subject books and reference books in my free time       | 90                                     | 22 | 24.4 | 37 | 41.1 | 27 | 30   | 4  | 4.5  |  | 3.7 | 0.887 |
|        | Average   |  |    |      |    |      |    |      |    |      |  | 3.2 | 0.728 |

30(31.9%) of the students undecided and disagreed with statement that regarded to preference of reading English fictions, magazines newspapers for pleasure. This implied that students of sampled secondary schools had no place to read materials other than academic purpose.

In item 2 of Table 4.3, most 55(58.5%) of the respondents said that undecided to say any response on the preference of reading English stories and poems in my free time as a hobby and similarly 17(18.1%) of the students replied that they didn't agree with the same statement and finally, 22(23.4%) of the respondents replied they prefer reading English stories and poems in my free time as a hobby. This pointed out that students' preference in their free time was not reading English stories and poem.

As indicated in Table 4.3 of item 3, students' response on the statement that said I read inspirational and general knowledge books was analyzed. Accordingly, 39(41.5%) of the respondents agreed with the statement while the remaining 55(58.5%) of them undecided to express their agreement level. This indicated that students had limited distinguishing ability because these books were nonacademic books but their focus of reading was academic books.

In item 4 of Table 4.3, the responses of 18(23.4%) showed agreement on the preference of students regard to reading English Bible or Quran when in the church/ mosque and 36(38.3%) undecided on the statement and the other 36(38.3%) of them disagreed on the preference of students regard to reading English Bible or Quran when in the church/ mosque. This indicated that most of the students read academic and religious materials other than recreational and nonacademic reading materials.

As presented in Table 4.3 of item 5, students response on the statement that said I read English magazines and newspapers on sports in my free time. In view of that, 24(26.7%) of the respondents agreed with the statement while the remain 42(46.6%) of them undecided to anything and 24(26.7%) of them disagreed with the statement. This indicated that students had no room for nonacademic reading materials like magazines and newspapers on sports in my free time.

In item 6 of Table 4.3, about half 45(47.9%) of the respondents disagreed with questions asked to know the preferences' of students in reading English biographies and autobiographies to pass time while 21(22.3). This implied that most of the students read academic materials but reading English biographies and autobiographies to pass time was limited.

The mean score of the students' responses on items 2, 3, 7 greater than average mean. This indicated more than averages of the students prefer reading English story, general knowledge books and subject related books. The other items of 1,4,5,6 falls below average mean that implied less than average of the students agreed issues rose under these items.

#### 4.1.2. Analysis of data collected on students' reading habit

In this particular section, the data that gathered on the indicators of reading habit like time spent on reading, number of materials read on the focus of students reading was analyzed in the table 4.4 below:

**Table 4.4. Data analysis results on students' reading habit**

| s/n | Items   | the response on the level of agreement |    |      |    |      |    |      |    |      |     |       |
|-----|---|--|----|------|----|------|----|------|----|------|-----|-------|
|     |   | N                                      | A  |      | U  |      | S  |      | R  |      | X   | SD    |
|     |   |  | F  | %    | f  | %    | f  | %    | F  | %    |     |       |
| 1   | Frequency of reading in your spare time                     | 90                                     |    |      | 20 | 23.3 | 25 | 27.7 | 45 | 50   | 2.7 | 0.785 |
| 2   | The frequency of reading many books                         | 90                                     |    |      | 30 | 32   | 46 | 48.9 | 18 | 19.1 | 3.1 | 0.697 |
| 3   | spending time on academic reading                           | 90                                     | 39 | 41.5 | 19 | 20.2 | 36 | 38.3 |    |      | 3.9 | 0.893 |
| 4   | Spending time on non-academic reading                       | 90                                     |    |      | 14 | 14.9 | 35 | 37.2 | 45 | 48.9 | 2.6 | 0.682 |
| 5   | Reading by focusing on the books purchased by family        | 90                                     |    |      | 13 | 13.9 | 55 | 58.5 | 26 | 27.7 | 2.8 | 0.598 |
| 6   | Reading by focusing on the literature in school environment | 90                                     | 40 | 42.6 | 37 | 39.4 | 17 | 18.1 |    |      | 4.2 | 0.742 |
| 7   | Average   |  |    |      |    |      |    |      |    |      | 3.2 | 0.73  |

As can be seen from the table 4.4 of item 1, half 45(50%) of the respondents replied that they never read in their spare time while 20(23.3%) of them answered they usually read in their spare time and the rest 25(27.7%) of the respondents expressed that they sometimes read in their spare time. This implied that most of the students not used their spare time for reading purpose that in turn pointed limited reading habit.

In item 2 of Table 4.4, students' response on the number of books read was analyzed. Accordingly, 30(32%) of the students replied they usually read many books while 18(19.1%) of them said they

never read many books and the other 46(49.8%) of them reacted they sometimes read many books. This indicated that most of the students not practiced reading many books.

In Table 4.4 of item 3, student response on the spending time on academic reading was analyzed. In view of that, 39(41.5%) of the respondents told they always spent their time in their academic reading and the other 19(20.2%) and 36(38.3%) of them said replied they usually and sometime spent their time in their academic reading. This pointed that most of the students devote their time by reading academic reading materials.

In Table 4.4 of item4, students' response on spending time on non-academic reading was analyzed. Hence, 14(14.9%) of the participants responded they usually spent time on non-academic reading while 45(48.9%) of them said they rarely spent their time on nonacademic readings and the others 35(37.2%) of them stated that they sometimes spent their time in reading non academics. This indicated that most of the students not waste their time by reading nonacademic materials.

As can be seen from the Table 4.4 of item 5, students' response on reading by focusing on the books purchased by family. Accordingly, 13(13.9%) of the students replied that they usually read focusing on the books purchased by family and 55(58.5%) of them answered that students sometimes read by focusing on the books purchased by family. On the other hand 26(27.7%) of the respondents said that they rarely practiced reading by focusing on the books purchased by family. This indicated that the students reading habit limitedly focused on the books purchased by their family. The mean score of item 3 and 6 far greater than the average mean. That implied students were focused on reading academic reading materials than non-academic reading materials.

### 4.1.3. The relationship between EFL students' perception and reading habit

Table 4.5. Relationship between EFL student perception and reading habit of giving written feedback

| Correlations           |                     |                   |                     |
|------------------------|---------------------|-------------------|---------------------|
|                        |                     | Students practice | teachers perception |
| Students reading habit | Pearson Correlation | 1                 |                     |
|                        | Sig. (2-tailed)     |                   | 0.81                |
|                        | N                   | 90                |                     |
| Student perception     | Pearson Correlation |                   | 1                   |
|                        | Sig. (2-tailed)     | 0.81              |                     |
|                        | N                   |                   | 90                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The objective of this section was to analyze the relationship between EFL students reading habit and perception of the students towards developing reading habit. To examine the relation between EFL students reading habit and their perception on reading habit, Pearson product correlation coefficient was used. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand,

|   | Items  | the response on the level of practice |   |   |    |      |    |      |    |      |     |       |
|---|--|---------------------------------------|---|---|----|------|----|------|----|------|-----|-------|
|   |  | N                                     | A |   | U  |      | S  |      | R  |      | X   | SD    |
|   |  |                                       | F | % | F  | %    | F  | %    | F  | %    |     |       |
| 1 | Our English teacher is interested in teaching reading                                | 90                                    |   |   | 27 | 28.7 | 46 | 53.2 | 17 | 18.1 | 3.1 | .694  |
| 2 | Our English teachers share his English reading experience                            | 90                                    |   |   | 73 | 77.7 | 17 | 22.3 |    |      | 3.8 | .394  |
| 3 | Our English teacher advises us to read English books to improve our English          | 90                                    |   |   |    |      | 53 | 56.4 | 37 | 43.6 | 2.6 | .495  |
| 4 | Our English teacher invites us to share our reading experience                       | 90                                    |   |   | 17 | 18.1 | 46 | 48.9 | 27 | 33   | 2.9 | .694  |
| 5 | Our English teacher recommends to read fictions, magazines, stories in our free time |                                       |   |   | 8  | 12.8 | 37 | 39.3 | 45 | 47.9 | 2.6 | .652  |
| 6 | Our English teacher provide reading task that support our reading skill              | 90                                    |   |   | 36 | 38.3 | 36 | 38.3 | 18 | 23.4 | 3.2 | .753  |
|   | Average  |                                       |   |   | 49 |      |    |      |    |      | 3   | 0.613 |

indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and direction of linear relationship that occurred between variables is, therefore, important for further statistical significance. The Pearson correlation coefficient was computed to test the relation between EFL students reading habit and their perception on reading habit in sampled secondary schools of Kedida Gamela Woreda. The result revealed strong relation between EFL students' perception and their reading habit ( $r=0.81$ ,  $N= 90$ ). The correlation coefficient was positive which implied positive linear relation between EFL students' perception and reading habit.

#### **4.1.4. Analysis of data on the role of school directors, teachers and parents**

##### **Table 4.6. The role of teachers in encouraging students' reading habit**

As indicated in Table 4.5 of item 1, students' response on English teacher is interested in teaching reading. In line with this, 27(28.7%) of the students said their teachers usually interested in teaching reading and 46(52.3%) of them replied their teachers sometimes interested in teaching reading while 17(18.1%) of them rarely interested in teaching reading. From this one can say that teachers of sampled secondary schools had medium interest to teach EFL students reading.

As presented in Table 4.5 of item 2, students' response on English teachers share his English reading experience in teaching reading. In line with this, 27(28.7%) of the students said their teachers usually interested in teaching reading and 46(52.3%) of them replied their teachers sometimes interested in teaching reading while 17(18.1%) of them rarely interested in teaching reading. This implied that most of EFL teachers had no interest to share his English reading experience for EFL students.

As shown in Table 4.5 of item 3, more than half 53(56.4%) of the students replied their English teacher sometimes advises us to read English books to improve our English while the other 37(43.6%) of them replied that their English teacher rarely advises us to read English books to improve our English. This pointed EFL teachers' provision advice for their students about reading English books to improve their English was medium.

As indicated in Table 4.5 of item 4, students' response on English teacher invites us to share our reading experience. In line with this, 17(18.1%) of the students said their teachers usually invites them to share our reading experience and 46(48.9%) of them replied their teachers sometimes English teacher invites us to share our reading experience while 27(33%) of them rarely English teacher invites us to share our reading experience. This implied that most of EFL teachers had no interest to share his English reading experience for EFL students

In item 5 of Table 4.5, students were asked to tell whether their English teacher recommends reading fictions, magazines, stories in our free time. Accordingly, 8(12.8%)of the students responded that English teacher usually recommends to read fictions, magazines, stories in our free time and 37(39.4%) of them replied that English teacher usually recommends to read fictions, magazines, stories in our free time while 45(47.9%) of them answered that English teacher rarely recommends to read fictions, magazines, stories in our free time.

As shown in Table 4.5 of item 6, the responses of students on English teacher provision of reading task that support the students reading skill. Based on this 36(38.3%)of the students said English teacher usually provided reading task that support the students reading skill and 36(38.3%) of them replied English teacher sometimes provided of reading task that support the students reading skill,18(23.4%)of them said English teacher rarely provided reading task that support the students reading skill. This indicated that there was limited English teacher provision of reading task that support the students reading skill.

**Table 4.6.**The role played by the directors and parents to make students develop their reading habit.

| s/n |  | N  | A |   | U  |      | S  |      | R  |      | N |   | X   | SD    |
|-----|--|----|---|---|----|------|----|------|----|------|---|---|-----|-------|
|     |  |    | f | % | F  | %    | F  | %    | F  | %    | f | % |     |       |
| 1   | How often do parents tell you about the benefit of English reading habit?                    | 90 |   |   | 55 | 62.8 | 35 | 37.2 |    |      |   |   | 3.6 | 0.490 |
| 2   | How often do your parents buy you books that you need to read in your free time?             | 90 |   |   | 25 | 30.9 | 65 | 69.1 |    |      |   |   | 3.3 | 0.450 |
| 3   | How often does your school director advise you on the benefits of reading in English?        | 90 |   |   |    |      | 25 | 30.9 | 65 | 69.1 |   |   | 2.3 | 0.450 |
| 4   | How often librarian oriented on library use and makes different reading materials available? | 90 |   |   | 49 | 52.1 | 45 | 47.9 |    |      |   |   | 3.5 | 0.503 |
| 5   | Average  |    |   |   |    |      |    |      |    |      |   |   | 3.2 | 0.473 |

As indicated in the Table 4.6 of item 1, most 55(62.8%) of the students replied that their parents usually tell them about the benefit of English reading habit while the remaining 35(37.2%) of them said their parents sometimes tell them about the benefit of English reading habit. This pointed out the parents of students supported students to develop their reading habit.

In item 2 of Table 4.6, the responses of the students on the frequency of parents buying books that their students need to read in their free time. Accordingly, 25(30.9%) of the students responded their parents usually buy books that their students need to read in their free time while the remaining 65(69.1%) of them replied that their parents sometimes buy books that their students need to read in their free time. This indicated that parents buy books that help academic performance than books that their students need to read in their free time which in turn showed students reading habit was made concentrate in academics than the others.

As can be seen from the Table 4.6 of item 3, most 65(69.1%) of the .students said that school director rarely advised the benefits of reading in English while 25(30.9%) of them replied that school director

sometimes advised the benefits of reading in English. This implied that limited advice was provided from school director for students to develop their reading habit.

In item 4 of Table 4.6, the responses of the students on the frequency of parents buying books that their students need to read in their free time. Accordingly, 49(52. %) of the students responded their parents usually buy books that their students need to read in their free time while the remaining 65(69.1%) of them replied that their parents sometimes buy books that their students need to read in their free time. This indicated that parents buy books that help academic performance than books that their students need to read in their free time which in turn showed students reading habit was made concentrate in academics than the others.

#### 4.7. Factors affecting EFL students' reading habit

As indicated in Table 4.7 of item 1, most 65(69.1%) of the students replied that their English language background highly affected reading habit of them while 25(30.9%) of them said English language

| s/n | Item   | Level of effect on reading habit |   |    |      |    |      |    |      |    |   | X   | SD    |
|-----|--|----------------------------------|---|----|------|----|------|----|------|----|---|-----|-------|
|     |  | VH                               |   | H  |      | M  |      | L  |      | VL |   |     |       |
|     |  | F                                | % | F  | %    | F  | %    | F  | %    | F  | % |     |       |
| 1   | English language background                              |                                  |   | 65 | 69.1 | 25 | 30.9 |    |      |    |   | 3.7 | .450  |
| 2   | Availability of English reading materials in the library |                                  |   |    |      | 34 | 40.5 | 56 | 59.5 |    |   | 2.4 | 0.487 |
| 3   | Excessive use of social media                            |                                  |   | 65 | 69.1 | 25 | 30.9 |    |      |    |   | 3.7 | 0.450 |
| 4   | Suitability of reading environment                       |                                  |   | 25 | 30.9 | 65 | 69.1 |    |      |    |   | 3.3 | 0.450 |
| 5   | Reading preferences                                      |                                  |   | 54 | 59.4 | 36 | 40.6 |    |      |    |   | 3.7 | 0.492 |
| 6   | Reading interest   |                                  |   | 74 | 78.7 | 16 | 21.3 |    |      |    |   | 3.8 | 0.384 |
| 7   | Family background  |                                  |   | 55 | 62.8 | 35 | 37.2 |    |      |    |   | 3.6 | 0.490 |
| 8   | Heavy reliance on school text                            |                                  |   | 82 | 91.1 | 8  | 8.9  |    |      |    |   | 4.0 | 0.000 |
| 9   | English language teachers poor encouragement             |                                  |   | 63 | 67.0 | 27 | 33   |    |      |    |   | 3.7 | 0.461 |
| 10  | Home Environment   |                                  |   | 18 | 23.4 | 62 | 66   | 10 | 10.6 |    |   | 3.1 | 0.553 |
| 11  | Average  |                                  |   |    | S    |    |      |    |      |    |   | 3.5 | 0.400 |

background moderately affected their reading habit. This implied that students in sampled secondary schools came from rural family so that families gave negative value for reading habit likely to influence their students' reading habit negatively.

In item 2 of Table 4.7, respondents were asked to know whether availability of English reading materials in the library affect students' reading habit or not. Accordingly, 34(40.5%) of the respondents answer back availability of English reading materials in the library moderately affected students' reading habit whereas 56(59.5%) of them replied that the effects of availability of English reading materials in the library on students' reading habit was low. This pointed out that the availability of English reading materials in the library was one of the factor that affected students reading habit but it was not the major factor that hindered students' reading habit.

As shown in Table 4.7 of item 3, most 65(69.1%) of the respondents responded the effects of excessive use of social media on students reading habit was very high and 25(30.9%) of them similarly said that the consequence of excessive use of social media on students reading habit was high. This signified that the effects of excessive use of social media on students reading habit was high in sampled secondary schools of study district.

In item 4 of Table 4.7, about one third 25(30.9%) of the respondents replied that the effects of suitability of reading environment on students reading habit was high but most 65(69.1%) of them told that the effects of suitability of reading environment on students reading habit was medium. This indicated that the influence of suitability of reading environment on students reading habit medium.

As indicated in Table 4.7 of item 5, respondents were requested to answer the level of reading preferences effect on students reading habit. Accordingly, 54(59.4%) of the participant said that students' reading preference highly affected their reading habit while the rest 36(40.6%) of them said students reading preference moderately affected their reading habit. This pointed that student reading habit was affected by their reading preference.

In item 6 of Table 4.7, most 74(78.7%) of the respondents answered that students' reading interest highly affected their reading habit and the rest 16(21.3%) of them replied that students' reading interest had medium effect on their reading habit. This implied that students reading habit significantly affected their reading habit.

As presented in Table 4.7 of item 7, the responses of 55(62.8%) participants showed students' family background highly influenced their reading habit but 35(37.2%) of them answered students' family background moderately influenced their reading habit.

As shown in Table 4.7 of item 8, most 82 (91.1%) of the respondents responded the effects of heavy reliance on school text was very high and the rest 8(8.9%) of them replied that heavy reliance on school text of students' had medium. This implied that students reading habit significantly depended on school text only.

In item 4 of Table 4.7, about one third 25(30.9%) of the respondents replied that the on students reading habit was high but most 65(69.1%) of them told that the effects of suitability of reading environment on students reading habit was medium. This indicated that the influence of suitability of reading environment on students reading habit medium.

As can be seen from the Table 4.7 of item 9, most 63(67.0%) of the students said that English language teachers poor encouragement was high while 27(33%) of them replied that English language teachers poor encouragement was medium. This implied that limited encouragement was provided from their English teachers to develop their reading habit.

As indicated in Table 4.8 of item 10, most 62(66%) of the students replied that their home Environment highly affected reading habit of them while 25(30.9%) of them said English language background moderately affected their reading habit. This implied that students in sampled secondary schools came from rural family so that families gave negative value for reading habit likely to influence their students' reading habit negatively.

In item 6 of Table 4.7, most 74(78.7%) of the respondents answered that students' reading interest highly affected their reading habit and the rest 16(21.3%) of them replied that students' reading interest had medium effect on their reading habit. This implied that students reading habit significantly affected their reading habit.

## **4.1.2. Results of qualitative data analysis**

### **4.1.2.1. Results of interview analysis**

#### **1. When you are teaching your students reading, do they read frequently?**

**Teacher 01 said that**

“Most of the students visit their school libraries, but the visit is mainly done during the season when there is mid or final exam and then the number of students and the frequency of the visit decline”.

### **Similarly the responses of Teacher 02 pointed**

“Most of the students don’t read the mentioned materials in their school libraries. The materials were not also identified as available during observation by the researcher of this study analysis”.

This confirmed the result obtained in the quantitative analysis sections that prove most of the students never read English fictions, stories, magazines and newspapers though some do.

### **Librarians1 responded that**

Researcher “Do the students read these books (stories, magazines, poems) in the library? Librarians1 replied...” you know nobody asks for such books ... also I can’t see them .... But there are Amharic fictions and some girls read these books.” The other librarians didn’t deny as only few number of students ask for such books.

## **2. What is the focus of EFL students reading?**

### **Answering the second item interview Teacher 03 said that**

“Majority of the students do not read English nonacademic books. But the focused of students’ reading in our school was academic reading materials.”

### **Librarian 2 responded that**

“Majority of the students read text and reference books though the time spent on reading such books various. Most of the time the students in our library read exam booklets some of academic guide that help them pass the national examination”.

This was also confirmed during the interview with both the teachers and the librarians. They reported that most students focus on academic books and exam booklet books to prepare for the National Examination.

The presentations and analysis in this section shows that majority of the students showed interest and preference towards reading subject related material over the other leisure time reading materials. This could be related to lack of the materials in their school libraries or it could be related to the students’ focus for the preparation of the national examination.

### **3. Are you interested to teach reading EFL students?**

#### **Teacher 01 replied**

I am not interested very much because the students want to learn only grammar.” They added, “Most of the students don’t want to learn all language skills, leave alone reading skills; they simply come to school to waste their time; in public schools, students are poor and not interested to learn reading skills.”

Thus, family background can be taken as factor influencing secondary school students’ reading habit. This was also confirmed during the interview with the teachers and school directors:

*“The family background of the students also influences their reading habit because parents may not be able to buy them different reading materials, and they may not also encourage them for reading; most of the students come from poor families in our case.”*

This implies that the students’ family background influenced the reading habit of high students. Both the quantitative and qualitative data show that family background influenced reading habit.

#### **During the interview, all of the teachers (3) reported.**

Although the students have reading habit in English and they read different materials in English, the students’ poor enthusiasm for learning discourages them to share what they read in the class with their students. This shows that English teachers’ poor encouragement influenced the reading habit of students.

### **4. What are the factors affecting students in order not to develop their reading habit?**

#### **Teacher 02 said**

*“.....There are a number of factors that affect EFL student reading like teachers’ interest, family encouragement, and suitability of reading environment. However, some of the students breakthrough these challenges and good reader so that in my opinion it depends mostly on students reading interest”.*

#### **4.2.2. Results of observation**

The observation was done in three secondary schools. The purpose of the observation was to check the reading habit of students on the library of three secondary and it was done triples of times. The observation was done the focus of the students’ reading, the availability of academic and nonacademic books. The number of students undertaking reading and labor divisions of librarians because they

work in timely shift due to reading interest of the students or they work in daily base shift due to limited reading interest of the students.

Accordingly, the researcher observed and proved that fictions and stories were scarce in sampled secondary schools' libraries. Therefore, the students had no access to these books. This implied that students' in the study area focused on only academic reading materials for the success of their academic result.

In Dega Kadida secondary school observation data also confirmed as only some students read stories in English, and such books were identified as very few during the observation by the researcher though some were available in one of the secondary schools.

The above observation result opposite to the findings of Kutay, (2014) on the study done Turkish High School students in London also have their own preferences when it comes to choosing reading materials. As for this one, it includes other different regions in London. The reading materials preferred is the ones outside of school. 89.7% of the students prefer to read novels while 70.2% prefer magazines as their reading material. Then, 66.5% of the students like to read materials on websites. The rest prefer other materials (Kutay, 2014).According to the statistics above, fictions are highly preferred by students especially teenagers because fictions are non-academic books and are usually more fun to read as compared to nonfictions. This is common among teenagers because the contents of fictions are usually more relate to them. Therefore, this indicated EFL students 'nonacademic reading was not common in sampled secondary schools

The researcher as the non-participant observant, tried to check that students in Teze Garba read their exercise book and some of students were doing their assignment and home work. This was true as that of research done by Owusu-Acheaw (2014), stated the reading habits of students of Koforidua Polytechnic in Nebraska, 62% out of 1000 students choose to read lecture notes when they visit the library. Unlike the 62% of the students, 25% of them prefer to read textbooks in the library. This implied that most of the students focused on reading academic reading materials than non academic readings.

Limited number of students occupied the library space in all of secondary schools and the observed few students also focused on reading academic reading.

## **4.2. Discussion**

### **4.2.1. Discussion with regard to the finding of EFL students' perception towards reading habit.**

In this section EFL students' perception of reading habit was measured by purpose of students' reading and students reading materials preference as the indicators of EFL students' perception on their reading habit.

The finding of the study revealed that the purpose of EFL students' reading for only academic purpose to pass national exam but not to improve their thinking ability. The result of this study was confirmed with the findings of Studies found by Kulatunga (2016) which shows that similarly majority of students in Sri Lanka only read when they need to keep up to date with their education background and to pass their examination was one of the attitudes students in Sri Lanka possess. However, the finding of the study opposite theoretical concepts of Kutay (2014) that said reading improves the thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication. For instance 45(47.9%) of the students under this study didn't prefer to read leisure time reading materials (See Table 4.3). In support of this result the reading habit survey conducted by World Vision (2016), reported that students' focus on reading text books all the time seems to be the result of lack of a wide variety of reading materials both at home and at school libraries.

### **4.2.2. Discussion on the findings of reading habit of the EFL students in sampled secondary schools**

Reading habit in this study was analyzed by amount of materials being read, frequency of reading and the time spent on reading. Wagner (2002) also confirms that reading habit is often considered in terms of the amount of materials being read, the frequency of reading as well as the time spent on reading.

With regarding to the amount materials read 46(48.9%) of the students replied that they only read some times (See Table 4.4). this was also confirmed by interview result of teachers who said most of the students did not frequently read but their reading frequency was high when they prepare themselves for examinations.

Most 39(41.5%) and 19(20.2%) of the students spent their time in reading academic materials that students benefit from time spent reading. Benefits include vocabulary growth (Nagy, Herman, & Anderson, 1985; Cunningham & Stanovich, 1998), increased fluency in word recognition (Adams,

1990), gains in comprehension (Taylor, Frye, & Maruyama, 1990;Cipielewski&Stanovich, 1992; Guthrie, Wigfield, Metsala, & Cox, 1999).

Oral language abilities (Teale& Martinez, 1988). Yopp and Yopp (2003) summarized the belief of many professionals in the reading community when they asserted that “Time spent reading is related to growth in vocabulary, fluency in word recognition, and comprehension”.The reading habits of individuals are being influenced by their personal, social, educational, economical and occupational backgrounds (Hopper, 2005).

#### **4.2.3. Discussion with regard to relationship between EFL students’ perception and their reading habit**

The results of preseason correlation coefficient showed that there was strong positive ( $\alpha=0.81$ ) correlation between EFL students’ perception and their reading habit. This was also true as that of Guthrie and Greaney (1991) that state that people’s attitude to reading is resultant from perceptions acquired from past reading experiences regarding how pleasurable and valuable reading is. From this it can be inferred that reading attitude for students can gained from parents at home environment, from teachers at school and from the community as a whole. So, parents who read and have reading habit, teachers who are avid readers and different reading personalities in the community together can influence students to have positive attitudes towards reading and can also serve as reading role models.

#### **4.2.4. Discussion on the role of teachers, school administration and librarians help students to promote their English reading habit.**

The findings of the study showed the role played by stockholder limited in study area. In line with this, literature says that if teachers serve as role models or demonstrate their own reading preferences, experience, passions and puzzlement, they most likely will affect how their students will respond to reading (Gespass, 2009). The role of EFL teachers is to encourage students' desire to acquire reading culture (Sana, 2013). According to these scholars, teachers can play very significant role in promoting English reading habit of secondary school students. However, the finding of this study proved that they failed to play their role appropriately. Research shows that pupils read more when they see that other people are reading (Krashen 2004,) this means that if the teachers read, it sends positive signals to the pupils as well.

The result of the study revealed that more than half of the parents talked to their children about the significance of reading habit and yet most of these parents failed to provide them with different reading materials. However scholars advocate the role of parent in supporting student to develop their reading habit but the practical reality showed inverse. For instance, According to Padak, Sapin and Ackerman (2004), parents can work with their children in the form of playing games and reading books that will encourage a child learning. They can take field trips to a farm, park, library and factory to clear the concepts of their children about these things and to explore the community means and resources. Parents can involve their children in various situations to give them a lesson about some real life situation. In the same way, Bus (2003) says that parent's attitude directly influence on children's reading habits because they can better engage their children in reading and make their children able to maintain their level of interest about book reading. So, parents should be aware of the usefulness of reading if they don't like reading as source of knowledge, they can't understand how reading habit can be made significant and pleasant for their children. Parents must create close and friendly atmosphere with their children so that they can share things and experiences together.

#### **4.2.5. Discussion on the Factors affecting students' reading habit development**

Most (69.1%) of the students replied that English language background highly affected reading habit of them. This was also true as that Mubashir (2015) who stated if the students' vocabulary is weak, they will not be able to understand the whole text.

The result of the study showed the effects of excessive use of social media on students reading habit was very high which was witnessed by most 65(69.1%) in Table 4.7, of the respondents response .This was empirically true that of Wang et al (2010) suggested that social media use is negatively associated with reading habit and academic performance of students. Ochoa (2010) goes beyond this, and has confirmed that excessive use of social media (SM) made students generally addictive on students who devote their substantial amount of time to chat and maintain social connections.

The finding of the study showed students' family background highly influenced their reading habit. This was theoretically confirmed as that of Aebersold and Field (1997) that said families foster a variety of experience that affect reading family members, especially parents or other adult relatives in the house model reading behavior, habits and attitude.

The effects of suitability of reading environment on students reading habit was medium that was assured by most 65(69.1%) of the participants' responses. Similarly the study done by Samuel (2018) is also of this view and reports that lack of conducive home environment is one of the hindrances that discourage the reading habit of students. So, in appropriate home environment fails to encourage and motivate students' willingness to acquire reading at home environment and thus negatively affect the reading habit of the young children.

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

### 5.0. Introduction

This chapter provides significant conclusions that were drawn from the data analysis and the findings. The main objective of this study was to assess EFL Students' perception and habits of reading resources written in English: KedidaGamelaWoreda Secondary Schools of Grade 10 Students in Focus. The study used both quantitative and qualitative approaches, and descriptive co relational research design. Quantitative data were obtained through questionnaires distributed to 90 students of the sampled secondary schools of Kambata Tambaro Zone, SNNPRS Regional State. The return rate was 100%. The quantitative data analyses were conducted using SPSS version 20 software. The qualitative data were obtained through interview of four sampled teachers using open ended questions and observation by the researcher that was analyzed using narration.

Their responses were categorized according to the basic research questions and themes that emerged in the process of research design. The research questions were:

**Objective 1:** To identify EFL students' perception of reading resources written in English at secondary schools

**Objective 2:** Identify the current reading habits status of the students under this study

**Objective 3** To investigate whether teachers, school administration and librarians help students to promote their English reading habit or not

**Objective 4** To identify the factors that affect high school students from developing reading habit

**Objective 5.** To examine the relationship between EFL students' perception and habit of reading written resources.

## 5.1. Conclusions

The perception of the students' reading habit in this study was examined by purpose of the study and reading materials preference. From the findings of the study it was concluded that students' reading in sampled secondary schools of study district was for academic and religious purposes. The reading materials preferred by the student were mostly academic because, most of the students under this study didn't prefer to read leisure time reading materials. Therefore, the reading materials favorite of the students in this study was focused to their subject books, which again proved poor reading habit. the purpose and reading materials preference of the school and the home environment was similar to students' because reading materials in their school libraries and at home environment were academic and there was limited awareness of the students about the significance of reading for pleasure.

The current statues of reading habit was inspected by the indicators of reading habit such as frequency of reading, time spent on reading and types of materials for leisure reading. Based on the finding of the study it was generalized that the indicators of reading habit were scarcely recognized by most of the students in the sampled secondary schools. The results obtained clearly verified that grade 10 students of the sampled secondary schools of this study had poor English reading habit practice even though some of the students claimed that they have interest for reading, but most of their teachers' during interview stated that practice of reading habit was not easy for the students in sampled secondary schools.

The role of stakeholders on promoting students reading habit in this study was analyzed by considering teachers, parents and school directors as the unit of analysis. From the result of the study it was concluded that they inadequately contribute to the promotion of English reading habit. English teachers rarely engaged their students in far-reaching reading tasks and limitedly shared their reading experience to their students. Thus, they didn't appropriately take part in promoting English reading habit of their students. Similarly, school directors and librarians also scantily contribute to the promotion of English reading habit of their students.

Thus it was concluded that students reading habit was obstructed by the factors like English language background, availability of English reading materials in the library, excessive use of social media, suitability of reading environment, reading preferences, reading interest, family background, heavy reliance on school text, English language teachers poor encouragement and home environment.

In this study, the person correlation coefficient calculated the strength and direction of relationship between students' perception and their reading habits. Based on the finding it was concluded that there

was strong and positive correlation between students' perception and reading habits that is if students perceive positively, their reading habits developed well and if the reading is less considered by the students, its frequency of reading declined.

## **5.2. Recommendations**

Recommendations were forwarded standing up on the findings of the study, the research has believed the following suggestions will be useful to improve and bring transformation in English reading habit of secondary school students.

1. The findings of the study showed stakeholders played limited role to make students read frequently. Therefore, it will be better if training provided on the significance of reading and reading habit to school administrations, librarians and English language teachers.
2. The result of the study showed English language teachers made less encouragement their students by promoting them about reading habit. Thus, they have to acknowledge and create awareness on students about how reading habit is essential by planning an effective instruction of reading with an emphasis on the promotion of English reading habit in secondary schools and advising the school administration and librarians to buy different and interesting reading materials for students in the library.
3. Parents should devise their children to read in English both at home as much as possible. They should also buy reading materials for their children. They should balance activities that may take students' reading times at home environment.
4. The school administration should plan with English language teachers and librarians to buy different reading materials for students. Besides, school administration can also talk to the parents on parents' conference day on the importance of reading habit and that parents may also involve in promoting reading habit.
5. School librarians should give direction on library use, new arrivals and reading significance. More importantly, they should make the library apposite and very inspiring place for reading so that students may be attractive to visit it now and then for reading.

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# Appendix 1

## JIMMA UNIVERSITY

### COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

#### DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

##### Questionnaire for Student

##### Dear student:

I'm MA student in TEFL at Jimma University. The purpose of the questionnaire is assessing EFL Students' Perception and Habits of Reading Resources Written in English". This questionnaire is designed to collect information on EFL students' Perception and Habits of Reading Resources written in English. Therefore, you are kindly requested to provide your genuine information by reading each of the questions carefully. I would like to assure you that all the responses you give will be confidential and will be kept secret. Thus, writing your name is not necessary, so don't write your name on the questionnaire.

##### Part one. Personal information

**Direction:** Please complete the information below (put a tick mark (√))

1. Name of your school: \_\_\_\_\_
2. Age: 15-20  21-25  26-30
3. Sex: Male  Female
4. Grade: \_\_\_\_\_ Section: \_\_\_\_\_

**I/ Items related to EFL students' perception on reading resources written in English in sampled secondary schools.**

**A/ Items related to students' purpose of reading**

| s/<br>n | Items   | Level agreement |   |    |    |     |
|---------|---|-----------------|---|----|----|-----|
|         |   | SA              | A | UD | DA | SDA |
| 1       | Reading can generate better academic performance for me |                 |   |    |    |     |
| 2       | Reading can broadens my knowledge base                  |                 |   |    |    |     |
| 3       | Reading enhances my communication skill                 |                 |   |    |    |     |
| 4       | Reading help acquire relevant information from          |                 |   |    |    |     |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | school libraries  |  |  |  |  |  |
| 5 | Reading resources written in English improves your language ability   |  |  |  |  |  |
| 6 | Reading resources written in can help an individual in acquiring any information from the prestigious sources in the school libraries |  |  |  |  |  |

**B/ Students' perception on reading materials preference**

| s/<br>n | Items   | Level agreement |   |    |    |     |
|---------|---|-----------------|---|----|----|-----|
|         |   | SA              | A | UD | DA | SDA |
| 1       | I read English fictions, magazines and newspapers for pleasure    |                 |   |    |    |     |
| 2       | I read English stories and poems in my free time as a hobby       |                 |   |    |    |     |
| 3       | I read inspirational and general knowledge books for snobbery     |                 |   |    |    |     |
| 4       | I read English Bible or Quran when in the church/ mosque          |                 |   |    |    |     |
| 5       | I read English magazines and newspapers on sports in my free time |                 |   |    |    |     |
| 6       | I read English biographies and autobiographies to pass time       |                 |   |    |    |     |
| 7       | I read my subject books and reference books in my free time       |                 |   |    |    |     |

**II/ Items related to EFL students'habit of reading resources written in English in sampled secondary schools.**

| s/n | Items   | Frequency |   |   |   |   |
|-----|---|-----------|---|---|---|---|
|     |   | A         | U | S | R | N |
| 1   | Frequency of reading in your spare time                     |           |   |   |   |   |
| 2   | The frequency of reading many books                         |           |   |   |   |   |
| 3   | spending time on academic reading                           |           |   |   |   |   |
| 4   | Spending time on non-academic reading                       |           |   |   |   |   |
| 5   | Reading by focusing on the books purchased by family        |           |   |   |   |   |
| 6   | Reading by focusing on the literature in school environment |           |   |   |   |   |

**III/ Investigate whether teachers, school administration and librarians help students to promote their English reading habit or not**

**A/Teachers related items**

| s/n | Items  | Frequency of the practice |         |           |        |       |
|-----|--|---------------------------|---------|-----------|--------|-------|
|     |  | Always                    | Usually | Sometimes | Rarely | Never |
| 1   | Our English teacher is interested in teaching reading                                |                           |         |           |        |       |
| 2   | Our English teachers share his English reading experience                            |                           |         |           |        |       |
| 3   | Our English teacher advises us to read English books to improve our English          |                           |         |           |        |       |
| 4   | Our English teacher invites us to share our reading experience                       |                           |         |           |        |       |
| 5   | Our English teacher recommends to read fictions, magazines, stories in our free time |                           |         |           |        |       |
| 6   | Our English teacher provide reading task that support our reading skill              |                           |         |           |        |       |

**B/ items related to parents, school directors and librarians support to student reading**

| s/n | Items  | Frequency of the practice |         |           |        |       |
|-----|--|---------------------------|---------|-----------|--------|-------|
|     |  | Always                    | Usually | Sometimes | Rarely | Never |
| 1   | How often do parents tell you about the benefit of English reading habit?                    |                           |         |           |        |       |
| 2   | How often do your parents buy you books that you need to read in your free time?             |                           |         |           |        |       |
| 3   | How often does your school director advise you on the benefits of reading in English?        |                           |         |           |        |       |
| 4   | How often librarian oriented on library use and makes different reading materials available? |                           |         |           |        |       |

| s/n | Items  | The level of effect on reading |   |   |   |    |
|-----|--|--------------------------------|---|---|---|----|
|     |  | VH                             | H | M | L | VL |
| 1   | English language background                              |                                |   |   |   |    |
| 2   | Availability of English reading materials in the library |                                |   |   |   |    |
| 3   | Excessive use of social media                            |                                |   |   |   |    |
| 4   | Suitability of reading environment                       |                                |   |   |   |    |
| 5   | Reading preferences                                      |                                |   |   |   |    |
| 6   | Reading interest   |                                |   |   |   |    |
| 7   | Family background  |                                |   |   |   |    |
| 8   | Heavy reliance on school text                            |                                |   |   |   |    |
| 9   | English language teachers poor encouragement             |                                |   |   |   |    |
| 10  | Home Environment   |                                |   |   |   |    |

**Items related to the factors affecting students reading habit**

**V/ Items related to the factors that affect high school students from developing reading habit**

## **Appendix 2**

### **JIMMA UNIVERSITY**

#### **COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

#### **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear teacher:**

I am conducting a research on Assessing EFL Grade Ten Students' Perception and Habits of Reading Resources Written in English. Your cooperation in answering the following question will have profound contribution to the successful completion of the research study. Therefore, may I kindly ask you to provide your genuine responses to the following question:

1. How do you describe English reading habit?
2. When you are teaching your students reading, are they interested in it?
3. If they are not interested, what do you think are the problems
4. What do you think are the benefits of effective English reading habit?
5. If your students do not have a habit of reading in English, what do you think are the problems that challenge them from developing reading habit?
6. Which books do you think your students prefer to read in English in their free time?
7. What do you do to engage your students in extensive reading activity?
8. What kind reading materials do you recommend to be available in the library for extensive reading?
9. What are the factors that may impede your students' English reading habit?
10. What should be done to promote students' English reading habit?

## **Appendix 3**

### **JIMMA UNIVERSITY**

#### **COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

#### **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear Librarian:**

I am conducting a research on assessing EFL students' Perception and Habits of Reading Resources Written in English, specifically grade ten students. Your cooperation in responding to the following questions has a great importance to the successful completion of this research study. Therefore, may I kindly request you to give your honest responses to the following questions?

**Thank you in advance for your cooperation!**

1. How do describe your students' library use and reading habit?
2. How many hours does the library give service to the students per day?
3. Other than text and reference books, what kinds of books in English are available for the students to read in their free time in your library?
4. Which of these books do the students' usually prefer to read?
5. How long do the students read these books when they are in the library to read?
6. Do you think your school library is suitable place for students to read?
7. What kind of books do English teachers suggest you to avail in the library?
8. What do you do to make your students love to read in your library?( talk to them on the importance of reading? Buy different books? Orient them on library use?)
9. What do you think are the challenges in improving the reading habit of students?

## **Appendix 4**

### **JIMMA UNIVERSITY**

#### **COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

#### **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear School director:**

I am conducting a research on Assessing EFL Students' Perception and Habits of Reading Resources Written in English, specifically grade ten students. Your cooperation in responding to the following questions will certainly have great importance to the successful completion of this research. Therefore, may I kindly request you to give your honest responses to the following questions?

**Thank you in advance for your cooperation!**

1. How do you describe English reading habit significance for your school students?
2. What are the plans or strategies of your school to promote English reading habit of your students?
3. When you visit the school library, do you check if reading materials available for students?
4. What do you think are the factors which influence or affect students' English reading habit?
5. What do you think should be done to promote English reading habit of high school students?