

Readers' Club as a Tool for Reducing Aliteracy: A Statistical Analysis of Reading Motivation

Amor B. Malayang¹ and Lolita A. Dulay, PhD^{2*}

¹Department of Education – Division of Bukidnon, Kiburiao National High School, Philippines

²Associate Professor IV, Bukidnon State University, Malaybalay City, Bukidnon, Philippines

*Correspondence Author

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ABSTRACT

This action research is an attempt to investigate the effectiveness of the readers' club as a tool in reducing aliteracy in Kiburiao National High School for the school year 2025-2026. The action research aims to describe the traits displayed by the alliterate learners before and after the implementation of the Readers' Club, in terms of reading interest, reading habit, factors affecting the learners' reading engagement, engagement in social media platforms, and learners' perception on their reading and their own reading habit and determine the difference in traits of the alliterate learners after joining the Readers' Club. The research was conducted from the first quarter of the school year 2025-2026 from June to August 2025. It was participated by the different grade level learners from grade 7 to grade 12. The 30 participants were chosen through simple random sampling. The data were collected through survey questionnaire before and after the implementation of the readers' club. The researchers analyzed the quantitative data using descriptive statistics including percentage, mean, and frequency to determine the aliteracy traits of the learners before and after the implementation of the readers' club. Paired t-test and chi-square were utilized to determine the difference in the aliteracy traits of the learners exhibited after joining the readers' club. The research findings showed that there was not much of improvement in reading motivation of the alliterates. Learners exhibited high level of engagement on Social Media platforms as well as online and offline games before and after implementation of the readers' club. Though reading habits increased with the learners read for 30 minutes twice a week, but the time spent reading remained moderate with no learners read more than two (2) hours. After the implementation of the readers' club, learners' perception demonstrated a more positive attitude signifying that the club made every reading session engaging and accessible as more learners were open to reading.

Keywords: Aliteracy, Reading Habits, Reading Interest, Reading Engagement, Reading Attitude, Reading Motivation

CONTEXT AND RATIONALE

One problem that is seen by teachers is the growing number of learners who can read but do not. Aliteracy among high school learners alarms the teachers since most of the learners seem to be turning away from books and reading though having a lot of leisure time. After learning the basic literacy skill in the elementary and are now capable of reading and making meaning from the text, these learners turned their backs from books and suffer from a lack of engagement and intrinsic motivation to read.

Because alliterates are capable readers, the implication is that aliteracy, including not reading textbooks, is a choice that is being made. The skills to accomplish the task are present, but the choice is not to apply them (Merga, 2016). In an article published by the Philippine Star (2010), as cited in Tomas et al. (2021) states that it is undeniable that majority of the Filipino learners do not possess the ability and motivation to read. Due to the fast-evolving world and changing technology, it cannot be denied that reading is taken for granted. Learners have a high level of engagement on different social media platforms, especially on Facebook.

However, social media platforms such as Facebook, TikTok, blogs, and texting can still help them engage in reading activities, whereas other platforms, such as online and offline gaming, can still consume much of their time rather than reading (Tajolosa et al., 2023).

In the study conducted by Tomas et al. (2021), it was found that a majority of learners' reading comprehension skills were at the frustration level. One important reason for this result is the culture or habit of reading where one can read but opted not to (Harris, 1995 as cited in Goodwin, 2020) or who read only what they must but no more (Gorman, 2003). Pham (2021) reported that learners' reading comprehension is affected by learners' aliteracy. Factors such as learners' reading attitude, reading frequency, materials read, purpose of reading, and time spent on reading contribute to aliteracy. As illustrated by Hanah et.al., (2020), learners read less than an hour a day; read 1-2 times a week; read updates on social media than academic books.

Moreover, Oludare and Olanrewaju (2011), revealed that a huge percentage of respondents exhibit traits of aliteracy and many learners no longer see reading and writing as a pleasure but a task to perform to complete the requirement (Ponton et al., 2019). This seems to be a general problem. So many learners prefer to sit back and watch events on the screen rather than read about them on the pages of the paper. In actual fact, with the increase in technology, the prospect of spending leisure time or even creating time to plough through books does not seem as easy as it did in the past.

Kiburiao National High School (KNHS) is not spared on the alarming situations where reading is at stake. In a survey conducted to the 150 learners both in junior and senior high school, it was revealed that almost 98% of the learners owned a cellphone, 100% of the learners have several social media accounts like Facebook, Tiktok, and Instagram. It was also revealed that 70% of the learners engaged on online and offline games like ML. When asked if they are fond of reading novels or any print material, 80% of these learners echoed the answer "NO". The 20% of the learners answered "YES" to reading but only through Watpadd and on their social media updates and stories. The learners' high level of engagement on social media and cellphone pulled them away from reading print materials during their leisure time.

In addition, on the data taken from the EBEIS for school year 2024-2025 as of August 2024, there are about 609 (32.18%) of learners both in junior and in senior high school belong to frustration reading level while 808 (42.70%) of the learners are instructional level and only 475 (25.10%) out of 1892 learners are independent readers. With these data, the male learners across grade level curriculum have the high frustration reading level with 353 (38.66%) and instructional reading level with 368 (40.30%) and low independent readers with 192 (21.02%).

The alarming data from the EBEIS of the school may seem to be proving that the learners are not performing well through the results of the recently conducted National Achievement Test (NAT) 2023 of KNHS for Grades 10 and 12. In the results, the 185 Grade 12 learners could only answer correctly 3-4 out of 10 questions in every subject using the 21st century skills with an overall rating of 37.49% in problem solving, 40.84% in information literacy, and 36.77% for critical thinking. On the other hand, the Grade 10 learners could only answer 3 out of 10 questions on the same skills with an overall rating of 34.50% for problem solving, 34.39% for information literacy, and 32.54% for critical thinking skills.

The results of the 2023 NAT for both junior and senior high school mirrored the performance of the Filipino learners in the Program for International Student Assessment (PISA) 2022 that indicates a five- to six-year lag in learning competencies in the country. The Philippines ranked 77th out of 81 countries globally in the assessment conducted by the OECD for 15-year-old learners. In the 2022 assessment, the Philippines scored approximately 120 points lower than the average scores, with scores of 355 in math, 347 in reading, and 373 in science. OECD added that each 20-point deficit from the average signifies a one-year lag in the annual learning pace of 15-year-olds (OECD, 2022). The results would tell to intensify the learning recovery programs through the well-designed remediation plans to address the learning gap.

Furthermore, it has to be understood that there is a difference between alliterate and struggling readers. Alliterates do not read for pleasure (Merga, 2016). They are able readers who switched off from reading for a many of reasons, such as boredom of or disinterest in the reading materials offered, a poor attention span and a

general disinterest in books and reading. Many alliterates do not see reading as a ‘cool’ activity compared to the visual stimulation of TV, video games, and online content. On the other hand, struggling readers struggle with one or more parts of the reading process. Parts such as: comprehension, flow, fluency, inflection, vocabulary, decoding or phonemic awareness. Some readers fall into both categories (Campbell, 2012 as cited in Merga, 2016).

High school learners choose to attend and complete high school and presumably to attain a higher level of understanding and education over a six-year period of secondary education in order to enhance their lives and acquire life-long skills. In completing the secondary education, learners should expect that high levels of academic ability and commitment will be required. Returning to the original issue, why is it then that high school learners with adequate reading abilities choose not to read their texts?

This action research was undertaken to describe aliteracy occurring among high school learners and to better understand the factors that influenced them. This also determines the effectiveness of Readers’ Club for reducing aliteracy.

Statement of the Problem

Given the school’s current situation, speculations about learners' aliteracy have become widely discussed. Thus, the study aimed to determine the effectiveness of the Readers’ Club as a tool for reducing aliteracy among high school learners in Kiburiao National High School and to better understand the factors that influenced them.

Specifically, the study aimed to answer the following questions:

1. What are the traits exhibited by alliterate learners before and after joining the readers’ club in terms of the following:
 - 1.1. reading interest?
 - 1.2. reading habit?
 - 1.3. factors affecting the learners’ reading engagement?
 - 1.4. engagement on social media platforms?
 - 1.5. learners’ perception on their reading ability and their own reading habit?
2. Do the traits of the alliterate learners significantly differ after joining the readers’ club in terms of:
 - 1.1. reading interest?
 - 1.2. reading habit?
 - 1.3. factors affecting the learners’ reading engagement?
 - 1.4. engagement on social media platforms?
 - 1.5. learners’ perception on their reading ability and their own reading habit?

Hypothesis

The hypothesis of this study was tested at 0.05 level of significance.

Ho: There is no significant difference in the traits of the aliterate learners after joining the Readers’ Club.

Intervention

Conceptual and Theoretical Framework

There are two theories that apply to the topic of aliteracy and the factors that both cause and sustain it. The self-determination theory (SDT) concerns intrinsic motivation and can help explain why some learners become readers and why others do not. The expectancy-value theory helps explain why some learners persevere with their reading while others may give up or avoid reading altogether. The readers' club utilizes these theories in order to create a reading environment that is less threatening and more engaging.

Self-Determination Theory

The first theory, the SDT of Ryan and Deci (2000), emphasizes the distinction between intrinsic and extrinsic motivation and can help explain why learners choose to read and how to promote reading among aliterate learners. Working with learners, the researchers distinguished between motivations depending on the reasons or goals that impelled the action (Ryan & Deci, 2000). They wrote that learners "must not only experience competence or efficacy, they must also experience their behavior as self-determined for intrinsic motivation to be in evidence" (Ryan & Deci, 2000, p. 70). Intrinsic motivation and the power to choose, they concluded, are a much more powerful force to impel learners to read than extrinsic motivation.

It is to teacher's advantage to understand that there are different types of motivation and that although intrinsic motivation is a more powerful tool, if a teacher can find different ways to motivate the learners, including extrinsic motivation when there is already intrinsic motivation present (Park, 2011), then more learners will ultimately be successful with their reading comprehension (Fraumeni-McBride, 2017). Teachers can help activate motivational processes, thus encouraging and guiding their learners to more reading literacy (Levesque et al., 2008). One such way to motivate aliterate learners is to allow them more choice of the texts that they read (Allington, 2013; Morgan & Wagner, 2013). This may especially be true for boys (Fisher & Frey, 2012; McKenna et al., 2012), who generally read less than girls and report that they like reading less than girls (Logan & Medford, 2011; Malloy et al., 2017).

Expectancy-Value Theory

The other theory that helps explain learners' reading abilities is the expectancy-value theory (Eccles, 1983, 2009; Wigfield & Eccles, 2000), which states that the achievement and choices that learners make are guided by two factors: their expectancy of success and how much they value the task. Thus, if learners are confident that they can complete a task, they are more likely to persevere at it (Eccles, 2009). Likewise, if the task is something that the learner values, then they will try their hardest to accomplish it (Wigfield & Eccles, 2000). If learners are struggling readers, then they are less likely to want to read because they do not believe that they will be successful, particularly if the reading assignment is one that does not interest them and has little value to them. However, if the teacher allows the learners to select their own reading material, they will more likely value the reading and persevere through intrinsic motivation to finish the reading (Ryan & Deci, 2000; McGill-Franzen et al., 2016; Sanden, 2012).

Aliteracy, which may either describe a lack of the reading habit especially a lack in capable readers who choose not to read or an aversion to reading among weak readers (Ramsay, 2002 as cited in Buis, 2020), is a growing problem among learners which teachers and administrators struggle on solving the issue. As many as 60% of reluctant readers avoid reading because reading is a threat to them (Nielen et al., 2016). There are many factors that lead to learners becoming alliterate readers, such as poor reading experiences and a lack of access to books both at home and in school, but the interventions that many schools are using for their most reluctant readers are often not working. Gallagher (2009) as cited in Buis (2020) wrote that the interventions "rather than helping students, many of the reading practices found in today's classrooms are actually contributing to the death of reading" (p. 2). Solving the aliteracy problem may lead to a significantly improved future for the learners who are least likely to succeed without an appropriate intervention to improve their reading attitude.

In too many schools, underperforming learners are quickly labeled at-risk or struggling or reluctant and placed in remedial interventions with scripted material to overcome their deficiencies (Manuel, 2012 as cited in Pham 2021). Reading then quickly becomes a chore or a requirement and is not associated with any pleasure whatsoever (Alexander & Jarman, 2018), which then leads to aliteracy. These learners have not been taught by their parents that reading can be a pleasurable experience, and the school has made reading an unpleasurable experience, and so they choose other options on which spend their time that do give them pleasure. Though they eventually learn to read, they rarely enjoy it or are very good at it; by the end of the school year, when many assessments like periodic exams, National Achievement Test (NAT), National Career Assessment Examination (NCAE) and entrance exam for college have begun, their beliefs about their own poor reading abilities are confirmed (Tomas et al, 2021), and their academic future is limited by their poor reading skills.

According to Thomas and Moorman (1983) as cited in Buis (2020), the learner who can read but chooses not to is probably the most crucial concern confronting the educational institutions today. It is not illiteracy that the teachers are combating but aliteracy. Schools do a good job of teaching learners the basics of reading, but the main challenge is getting these learners beyond that point. Understanding aliteracy requires examining what happens to learners before they arrive at high school as well as what happens to them during their first few years of high school.

Aliteracy

Aliteracy, which may either describe a lack of the reading habit especially a lack in capable readers who choose not to read or an aversion to reading among weak readers (Ramsay, 2002 as cited in Buis, 2020), is a growing problem among learners which teachers and administrators struggle on solving the issue. As many as 60 percent of reluctant readers avoid reading because reading is a threat to them (Nielen, Mol, Sikkema-de Jong, & Bus, 2016). There are many factors that lead to learners becoming alliterate readers, such as poor reading experiences and a lack of access to books both at home and in school, but the interventions that many schools are using for their most reluctant readers are often not working. Gallagher (2009) as cited in Buis (2020) wrote that the interventions “rather than helping students, many of the reading practices found in today’s classrooms are actually contributing to the death of reading” (p. 2). Solving the aliteracy problem may lead to a significantly improved future for the learners who are least likely to succeed without an appropriate intervention to improve their reading attitude. Helping learners develop a positive relationship with reading should be a major focus of every schoolteacher, yet far too often schools, particularly in economically-disadvantaged areas, make reading decisions that benefit themselves by focusing on higher test scores (Poton et.al, 2019) rather than the individual learners in the form of life-long reading interest.

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Reading Habit

The most essential skill needed to succeed in all educational contexts is reading (Brown, 1996 as cited in Tajolosa et. al., 2023). Reading is one of the four language skills that have to be mastered by learners who are learning a language like English. To widen one's mental horizons through reading, an individual must have a good reading habit (Loan, 2009 as cited in Tajolosa et. al., 2022), which is obtained through forming and developing reading activities that will gradually turn into a habit (Andayani & Maryam, 2018). Good reading habits give three significant results to a learner: they help the students to easily comprehend the context of a text; they make the students able to speak confidently in front of the class; and they help to improve one's analytical skills in comprehension tasks (Hanah et.al., 2020).

In addition to this, previous researches have also shown that learners who show a greater interest in reading have significant improvement in reading comprehension. According to Hanah et. al (2020), one's interest in the topic affects the mood, which makes an individual engage in reading. It is also added that interest in reading influences one's processing of text, comprehension, and positive recall of information (Hidi, 2001, as cited in Hanah, D. et al., 2020).

Indeed, reading interest impacts reading comprehension too (Fahrurrozi, (2017); Hanah et.al. (2020); Firtria (2019). It was found that learners have minimum level reading interest in English reading materials (Hanah et.al. 2020). They only read during classes. Based on studies conducted, the higher the learners' interest, the higher the learners' reading comprehension (Fahrurrozi, (2017); Hanah et.al. (2020); Firtria (2019). Genre reading materials, types of reading materials, time spent in reading are factors that contribute to reading interest.

These studies show that reading interests are constructed through good reading habits; when one is interested in reading, a good reading habit will be developed. When these two factors are combined, the learners can expect to have good reading proficiency (Tajolosa et.al., 2023).

In the new study by Jahan, Rahman, Mohiuddin, Mansur, Habib, & Mondol (2021) on the Impact of COVID 19 on the Reading Habits of the Students in Bangladesh, they found out that most of the learners would read books more than 8 hours before the pandemic, but during the COVID 19, they only spent 1-2 hours reading, and the alarming part is that they spent much time online with electronic devices for 6-7 hours while the remaining 4 hours of their day were consumed by activities like gaming, Facebook, youtube, and others. It is evident in their study that reading habits have had a serious setback during this pandemic; learners have become more involved in other activities and devices rather than reading. An analysis of more than 9.9 million learners, however, discovered that only those learners who read for 15 minutes or more per day made accelerated reading gains; thus, learners with less than 15 minutes of daily engaged reading time saw below-average reading gains, putting them at risk of falling behind their peers, and learners who read for just over a half-hour to an hour per day saw the greatest gains of all (Bryan, & Kerns, 2021).

In addition to this, in Utami and Nor's (2021) study on the reading interests of learners during learning from home, they learned that 55.7 percent of the learners got reading materials from both online and offline sources, while 38 percent of them purely got materials from online sources, and only 6.3 percent got them from offline sources.

Meanwhile, Ponton, Saritama, Solano, Rios, & Zuniga, (2019) presented in their study a confirmation that learners' reading habits were weak because they just read when they had to complete assignments. They discovered that only 20.49 percent of their respondents read for classwork, 12.27 percent read because they had to, 5.3 percent read for pleasure, and 4.82 percent read as a hobby. The sudden migration of education from traditional face-to-face learning to distance learning has put learners at a great disadvantage. Because of this, their reading activities have also been affected by different factors. Rotas and Cahapay (2020) analyzed the difficulties faced by the learners during remote learning and found that Filipino learners faced challenges in unstable internet connectivity, inadequate learning resources, overloaded lesson activities, conflict with home responsibilities; poor learning environment; financial-related problems, and such. These variables can also be attributed as factors that can influence learners' reading habits and interests.

Description of Readers' Club

The Readers' Club is a group of learners (club members) who meet regularly to read and talk in English about texts (books, pieces of writing) created in English. It is a series of regular meetings where members consider texts to read. The main purpose of the readers' club is to improve reading and understanding while having fun, learning new information, and talk about new ideas. This will be joined by learners in all grade levels. The members of the club will meet in a designated room assigned to them during the catch-up Fridays. Members' meeting will be two (2:00 – 4:00) hours. Members are grouped according the genre like non-fiction novel (mysterious/thriller, romance), anime (manga), non-fiction short stories, journal articles with factual information like astronomy, biology, etc.

At the first meeting, members choose a leader every Friday. They will use the "The Readers' Club Handbook" to plan their meetings. English is the language to be spoken during discussion and members contribute text in English that the members discuss at each meeting.

During the meeting, the members are reminded that the goal of the Readers' Club is to read and talk in English and the club leader and members are equal partners. The role of the leader is to facilitate the club meeting. They are not allowed to teach English or reading; they coach and guide members. The members on the other hand, they do not learn to read; they practice reading and talking.

Club meetings encourage members to read and talk about a text in English. They will also be given opportunities to experiment with different ways of reading and talking about texts. Everyone in the club must be supportive, encouraging, respectful, kind, caring, and thoughtful making every meeting fun and interesting. The club meetings must be safe and supportive of the members to read, talk, and practice without fear.

To monitor the success of the meeting every week, all members will be asked to complete the evaluation form through a survey. A time will also be given for feedback-giving to be facilitated by the leader. The members will keep track of the feedback and evaluation form and discuss as a group how they can address the issues together.

METHODOLOGY

Research Design

In this action research, descriptive type of research was employed. It was pointed out that a descriptive survey method is a process of learning pertinent information about an existing situation. In this study, it was used in order to obtain precise and valuable information about the aliteracy traits exhibited by the learners in Kiburiao National High School and the factors that influence them.

Research Participants

The study was participated by the different grade level learners of Kiburiao National High School. These confirmed aliterate participants were from Grade 7 to 12 enrolled in school year 2025-2026 taken through simple random sampling. The study was conducted in the first quarter of the school year from June to August 2025. Table 1 presents the breakdown of the participants in this study based on the current school year.

Table 1. Breakdown of the participants of the study.

| Grade Level | Male | Female | Total |
|-------------|------|--------|-------|
| 7 | 1 | 2 | 3 |
| 8 | 1 | 3 | 4 |
| 9 | 2 | 4 | 6 |

| | | | |
|----|---|---|---|
| 10 | 2 | 3 | 5 |
| 11 | 3 | 3 | 6 |
| 12 | 2 | 4 | 6 |

Data Collection

To collect the data, the researcher secured the approval of the school head and parents including the learners' assent form prior in conducting the study involving learners. After securing approval, the questionnaire was administered through face-to-face mode at the readers' club designated room. Questions from the survey were read orally to the learners twice together with the options for answers. One survey form was assigned for each participant. Queries by learners regarding the items was accommodated.

The questionnaire administered to the participants' pretest include reading interest, reading habit, factors that hinder the reading interest, engagement on social media platforms, and perception on their reading comprehension ability and their own reading habit to determine the aliteracy traits.

Before the implementation of the intervention has begun, the learners who participated in the study was oriented and directed on the guidelines and flow of the implementation of the readers' club. Moreover, the implementation of the intervention took place for 6 weeks. This means that there were six (6) meetings held during the implementation. After implementing the Readers' Club, a post test was conducted to find out the significant difference on the aliteracy traits of the participants.

Data Analysis

The data was treated with appropriate statistical tools for analysis. Descriptive statistics specifically mean, frequency and percentage were used in determining the aliteracy traits of the learners before and after the implementation. Inferential statistics, specifically the paired sample t-test and chi-square, were used to test the significant difference in the learners' aliteracy trait exhibited after joining the readers, club.

DISCUSSION OF RESULTS

The main findings of the study are presented in this section, which consists of five (5) main parts. The first part deals with the learners' reading interests through reading attitude and reading preferences; the second part deals with the learners' reading habits; the third part deals with the factors that hinder the reading engagement of high school learners; the fourth part is engaged in the level learners' engagement in social media platforms; and the last part is the learners' perceptions about their reading comprehension ability and their reading habits. The difference in these traits before and after the implementation of the readers' club is also discussed as part of examining the effectiveness of the intervention as the tool to reduce the aliteracy.

Exhibited Traits of the Aliterate Learners in terms of Reading Interest through Reading Attitude, Reading Preferences, and the Factors Affecting the Learners' Choice of Materials for Leisure Reading

The reading interest of the learners is determined through their general attitude, preferred supplemental reading materials, and the factors that affect their choice of materials for leisure reading before and after the implementation of the readers' club.

Table 2.1a shows the reading interest of the learners through their general reading attitude. It further shows that after weeks-long of doing their assigned tasks in the Readers' Club, there is not much of improvement. As can be seen, 16.66 percent (5 out of 30) is not quite a large percentage for those who admittedly enjoy reading, although there is a minimal increase on the number of learners who enjoy reading after the implementation of the Readers' Club from two (2) learners to five (5) learners with 3.33 percent. A greater 66.66 percent (20 out of 30) of the participants do not as much share the same feeling. Still, there is only a minimal increase on the number of the learners (3 out of 30) who occasionally enjoy reading after the implementation of the

intervention. As a matter of fact, about 16.66 percent (5 out of 30) reported not enjoying reading at all. Though this is not much of a greater percentage, there is still a decrease on the number of the learners from 11 to 5 with 6 learners (20%) for a difference who did not enjoy reading at all.

The result of the study conforms to the study of Ponton et.al, (2019) when they discovered that 12.27 percent of their respondents read because they had to, 5.3 percent read for pleasure, and 4.82 percent read as a hobby.

Table 2.1a Learners’ attitude toward reading

| Attitude Towards Reading | Before | | After | |
|-----------------------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| I enjoy reading a lot | 2 | 6.66 | 5 | 16.66 |
| I like reading occasionally | 17 | 56.66 | 20 | 66.66 |
| I don’t like reading at all | 11 | 36.66 | 5 | 16.66 |

Table 2.1b reveals the preferred supplemental reading materials before and after the implementation of the readers’ club. Learners are expected to spend ample amount of time for pleasure reading through the readers’ club, that is apart from reading their modules and textbooks to understand assigned lessons, review for quizzes and examinations, and respond to assignments, they read materials from printed sources either to share for more information or simply, reading for general intellectual satisfaction or for pleasure. Although printed books of varied interests are widely available in the school library or bookstores, an infinite number of online materials are available in the internet which are either free or for sale. The learners therefore were surveyed regarding their preferred materials for supplemental reading before and after the implementation of the readers’ club.

Table 2.1b Learners’ preferred supplemental reading materials before and after exposing to the Readers’ Club

| Preferred Supplemental Reading Materials | Before | | | After | | |
|--|--------|-------|------|-------|-------|------|
| | F | WM | Rank | F | WM | Rank |
| 1. Printed Books | 12 | 23.33 | 4 | 17 | 56.66 | 3 |
| 2. Magazines/ Comics | 14 | 46.66 | 3 | 7 | 46.66 | 4 |
| 3. Newspapers | 17 | 56.66 | 5 | 25 | 83.33 | 5 |
| 4. Facebook Updates | 30 | 100 | 1 | 30 | 100 | 1 |
| 5. eBooks | 21 | 70 | 2 | 18 | 60 | 2 |

The table shows that all participants prefer reading Facebook updates before and after the implementation of the readers’ club. Apart from the entertainment that it provides to users, Facebook may be a source of knowledge from news, to informative articles which users of varied ages and interests may benefit from. eBooks comes second among the preferred supplemental reading materials. This is due to the obvious reason that learners hold their phones more often. This implies that there is a shift towards digital engagement in education, enhancing accessibility and motivation through interactive and diverse content. While Facebook fosters peer collaboration and discussion among learners, promoting social learning, eBooks offer personalized reading experiences with features that cater to individual learning styles. Apart from the obvious reason that the learners nowadays have different gadgets and wi-fi connection becomes affordable, learners are dependent on their gadgets to respond to their assigned school-related tasks. It is therefore, not surprising to know that

learners will prefer Facebook and eBooks for supplemental reading materials, which can be accessed for free or with minimal internet data and will provide additional knowledge to learners highlighting the importance of social media in learners’ reading interest and their engagement with content in a digital space.

Results also revealed that from rank four (4) before the implementation of the readers’ club, printed books come in rank three (3) with a mean of 56.66 percent (17 learners) from 23.33 (12 learners). The slight increase in rank implies that given an opportunity and a venue to read along with their choice of reading materials, learners would still read the printed books. Magazines and comics are in rank four (4) but they still have a place in learners’ reading preferences, likely due to their engaging format and relatability.

The data further shows that the participants are less interested in reading newspaper as it ranks fifth among the preferred supplemental reading materials since most people normally watch news from TV and update themselves of local and world events online.

This also indicates that there is a possible decline of relevance for newspapers among high school learners or a preference for quicker, more engaging content. As can be gleamed, the data suggests a strong inclination towards digital platforms, particularly social media and eBooks, for supplemental reading among high school learners, positioning traditional reading materials lower on their priority list. This finding is similar to Utami and Nor’s (2021) finding only 6.3 percent of their respondents rely mainly on reading offline sources whether books, magazines, articles or journals.

Table 2.1c. Factors affecting the learners’ choice of materials for leisure reading before and after exposing to Readers’ Club

| Factors affecting the Learners’ Choice of Materials for Leisure Reading | Before | | | After | | |
|---|--------|-------|------|-------|-------|------|
| | F | WM | Rank | F | WM | Rank |
| 1. I choose what I read. | 15 | 50 | 4 | 25 | 83.33 | 1 |
| 2. I read what my friends recommend | 13 | 43.33 | 2 | 15 | 50 | 3 |
| 3. I read what my family recommend | 13 | 43.33 | 3 | 10 | 33.33 | 4 |
| 4. I read the materials which are prescribed by the teacher | 27 | 76.66 | 1 | 17 | 56.66 | 2 |

Table 2.1c shows the factors affecting learners’ choice of supplemental reading materials before and after the implementation of the Readers’ Club. As can be seen, before implementation, most of the learners prefer reading the materials that are prescribed by their teachers with 76.66 percent (23 out of 30), followed by the materials recommended by their friends and reading materials recommended by their families with 43.33 percent (13 out 30). Lastly, learners read the reading materials they personally chose, respectively.

This implies the greater role of teachers in recommending reading materials to their learners. It was observed that the teachers would give the reading materials the learners could use or read for better comprehension of the lesson. These reveals that learners mainly rely to the teachers for the reading materials to read. Additionally, the learners consider reading the materials suggested to them by their friends and family and they have limited autonomy in their reading choices compared to the external recommendations as it ranks last.

Consequently, learners after exposing to the Readers’ Club prefer to choose their own materials to read with 83.33 percent (25 out of 30), followed by the reading materials prescribed by the teacher with 56.66 percent (17 out of 30) indicating that the reading materials suggested by the teachers still influence learners’ choices and the structured guidance of the teacher remains valuable in expanding the learners’ literary exposure. The reading materials recommended by friends with 50 percent (15 out of 30) shows that social circles have a notable impact on deciding what to read and reveals that the Readers’ Club has fostered a collaborative

environment for reading. On the other hand, learners are less likely follow the suggestions for reading recommended by their family with 33.33 percent (10 out of 30).

The result implies the impact of the Readers’ Club in the reading interest of the leaners. After exposure to the readers club, there is an increased on the learners’ own reading choices. This means that the readers’ club have empowered the learners to explore reading materials that interest them, leading them to greater engagement and enthusiasm for reading.

The result of the study is line with the report of Allington (2013) and Morgan and Wagner (2013) that one such way to motivate aliterate learners to read is to allow them more choice of the texts that they read. Ryan and Deci (2000); McGill-Franzen et al. (2016); and Sanden (2012) added that if the teacher allows the learners to select their own reading material, they will more likely value the reading and persevere through intrinsic motivation to finish the reading.

Exhibited Traits of the Aliterate Learners in terms of Reading Habits through the Number of Days Allotted for Reading and the Time Spent in Supplementary Reading

Table 2.2a. Number of days the learner has allotted for reading before and after the exposure to readers’ club

| Number of Days Allotted for Reading | Before | | After | |
|-------------------------------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| 1. Everyday | 0 | 0 | 5 | 16.66 |
| 2. Twice a week | 4 | 13.33 | 17 | 56.66 |
| 3. Once a week | 10 | 33.33 | 8 | 26.66 |
| 4. Twice a month | 3 | 10 | 0 | 0 |
| 5. Once a month | 3 | 10 | 0 | 0 |
| 6. None at all | 10 | 33.33 | 0 | 0 |

Table 2.2a presents the number of days the learner has allotted for reading before and after the implementation of the Readers’ Club.

It reveals an increase in the number of learners who have improved reading habits after the implementation of the Readers' Club. Before the program, a notable 33.33 percent of learners did not engage in reading at all, but after its introduction, all learners became actively involved in reading. Additionally, those who read twice a week increased from 13.33 percent to 56.66 percent, indicating that the club played a crucial role in encouraging a more consistent reading routine. Similarly, the percentage of learners who read every day rose from 0 percent to 16.66 percent, suggesting a shift toward more regular reading habits. Furthermore, the number of learners who read only once a month or twice a month completely disappeared, demonstrating a movement away from infrequent reading patterns. While the proportion of learners reading once a week slightly declined from 33.33 percent to 26.66 percent, this change is likely due to learners shifting to more frequent reading schedules.

The findings imply that the Readers' Club has positively impacted learners’ engagement with reading by creating a culture of literacy and encouraging them to read more regularly. The elimination of alliterates suggests that the program effectively fostered an inclusive reading environment, where all learners participate. The result of the study agrees to Loan (2009) as cited in Tajolosa et. al. (2022) and Andayani and Maryam (2018) that to widen one’s mental horizons through reading, an individual must have a good reading habit which is obtained through forming and developing reading activities that will gradually turn into a habit, in this

case, the Readers’ Club has provided the venue and opportunity for reading without a threat.

Table 2.2b. Time spent in supplemental reading before and after the exposure to Readers’ Club

| Time Spent in Supplementary Reading | Before | | After | |
|-------------------------------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| 30 minutes | 3 | 10 | 18 | 60 |
| 1 hour | 0 | 0 | 7 | 23.33 |
| 1 hour and 30 minutes | 0 | 0 | 3 | 10 |
| 2 hours | 0 | 0 | 0 | 0 |
| 3-4 hours | 0 | 0 | 0 | 0 |
| None, I hardly read at all | 27 | 90 | 2 | 6.67 |

Table 2.2b presents time spent in supplemental reading before and after the implementation of the Readers’ Club. The data reveals a notable shift in time spent in supplemental reading before and after the implementation of the Readers’ Club as an intervention. Initially, 90 percent (27 out of 30) of the participants hardly read at all, with only 10 percent (3 out of 30) spending about 30 minutes on supplementary reading. However, after the intervention, the percentage of reluctant readers drastically dropped to 6.66 percent (2 out of 30), while the majority, around 18 participants (60%) began reading for at least 30 minutes. Additionally, 23.33 percent (7 out of 30) of participants started reading for an hour, and 10 percent (3 out of 30) extended their reading time to an hour and a half. Notably, no participants engaged in reading for more than two hours in either phase.

These results suggest that the intervention was highly effective in encouraging supplementary reading, particularly among those who previously did not engage in it. However, while there is a clear increase in the number of readers, the time spent reading remains relatively moderate, with no participants progressing to longer study sessions of two hours or more.

The result of the study somehow agrees to Hanah et. al (2020) that one’s interest in the topic affects the mood, which makes an individual engage in reading. This happened in the learners who participated in the Readers’ Club. Since, they were given option to read the text of their choice, the participants enjoyed reading. However, this enjoyment did not progress to a longer hour spent in reading and conforms to Thomas and Moorman (1983) as cited in Buis (2020) that the schools do a good job of teaching learners the basics of reading, but the main challenge is getting these learners beyond that point – that is to love reading. This indicates that while motivation and engagement slightly improved, further efforts may be needed to cultivate deeper reading habits and sustain longer periods of study.

Exhibited Traits of the Aliterate Learners in terms of the Factors Affecting Engagement in Reading

Table 2.3 Factors affecting learners’ engagement in reading before and after exposed to the Readers’ Club

| Factors Affecting Learners’ Engagement in Reading | Before | | | After | | |
|---|--------|-------|------|-------|-------|------|
| | F | WM | Rank | F | WM | Rank |
| 1. Noise in our household | 8 | 26.66 | 3 | 10 | 33.33 | 3 |
| 2. I am a working student | 17 | 56.66 | 7 | 15 | 50 | 7 |

| | | | | | | |
|--|----|-------|---|----|-------|---|
| 3. household chores | 10 | 33.33 | 5 | 9 | 30 | 4 |
| 4. lack of food and security | 10 | 33.33 | 4 | 10 | 33.33 | 5 |
| 5. I allocate more time for vlogging | 7 | 23.33 | 6 | 16 | 53.33 | 6 |
| 6. I spend more time in playing online/offline games | 10 | 33.33 | 2 | 15 | 50 | 1 |
| 7. I spend more time watching TV series or movies | 17 | 56.66 | 1 | 12 | 40 | 2 |

Table 2.3 presents the factors affecting learners’ engagement in reading before and after the implementation of the Readers’ Club. The data reveals that the most notable factor affecting learners’ engagement in reading before the implementation of the Readers’ Club is the time spent watching TV series or movies, with the highest weighted mean of 56.66 percent. This suggests that many learners prioritize entertainment over reading, which may be due to the accessibility and appeal of visual media. Similarly, playing online/offline games ranks second with 33.33 percent weighted mean, indicating that digital distractions have impact to learners’ reading habits.

After the implementation of the Readers’ Club, the first two ranks shifted with playing online/offline games ranks first with 50 percent of the participants choose it as number one, while the time spent in watching TV series or movies decreases to 40 percent with 12 participants choose it in second place. This shift suggests that while the Readers' Club may have helped reduce TV-related distractions, learners may have replaced this habit with gaming.

Similarly, time allocated for vlogging significantly increased from 23.33 percent to 53.33 percent, indicating that social media distractions may have also become more prevalent. These findings highlight the strong influence of technology and entertainment on learners’ time management and academic focus. Household-related factors, such as noise, household chores, and food security, remained relatively stable, showing minimal changes in ranking and weighted mean. This suggests that despite the efforts of the Readers' Club, environmental and socio-economic challenges continue to affect learners’ engagement in reading. Additionally, the impact of being a working student slightly decreased from 56.66 to 50, implying that the Readers’ Club may have provided some support in helping learners balance work and reading.

These findings suggest that while the Readers' Club has positively influenced some aspects of reading engagement, digital distractions such as gaming and social media require further intervention.

The study conforms to the Jahan et.al (2021) on their findings that they only spent minimal time in reading, and the alarming part is that they spent much time online with electronic devices for six to seven (6-7) hours while the remaining four (4) hours of their day were consumed by activities like gaming, Facebook, YouTube, and others. Learners have become more involved in other activities and devices rather than reading.

Exhibited Traits of the Aliterate Learners in terms of Level of Engagement in Social Media Platforms

Table 2.4a. Learners’ level of engagement in Social Media platforms before the exposure to the Readers’ Club

| Activities | Everyday | Once a Week | Twice a Week | Once a Month | Never | WM | Rank |
|---------------------------------|----------|-------------|--------------|--------------|-------|-------|------|
| Playing mobile games (offline) | 15 | 2 | 4 | 3 | 6 | 50 | 4 |
| Playing internet games (online) | 9 | 3 | 2 | 5 | 11 | 36.66 | 5 |
| Texting/chatting | 25 | 0 | 3 | 1 | 1 | 83.33 | 2 |

| | | | | | | | |
|-------------------------|----|---|---|---|---|-------|---|
| Visiting websites/blogs | 7 | 9 | 7 | 2 | 5 | 30 | 6 |
| Facebooking | 28 | 1 | 1 | 0 | 0 | 93.33 | 1 |
| Tiktoking | 24 | 1 | 1 | 0 | 4 | 80 | 3 |

Table 2.4a presents the level of learners’ engagement in social media platforms before the implementation of the Readers’ Club. The data reveals that learners are highly engaged in social media activities, particularly Facebook and TikTok, before the implementation of the Readers' Club. Facebooking ranks the highest, with 93.33 percent engagement, as the majority of learners use it daily. TikToking follows closely, with an 80 percent engagement rate, indicating its popularity. Texting and chatting also rank high, with an 83.33% engagement rate, suggesting that learners frequently communicate online.

Meanwhile, playing mobile and internet games shows moderate engagement, with offline gaming ranking slightly higher than online gaming. Visiting websites and blogs has the lowest engagement, with only 30 percent, indicating limited interest in exploring educational or informational content.

The high level of engagement in social media platforms suggests that learners are more inclined toward interactive and entertainment-based digital activities rather than reading-focused ones. This trend implies that introducing the Readers' Club may face initial challenges in attracting learners’ interest, as they are accustomed to social media-driven interactions.

Table 2.4b. Learners’ level of engagement in Social Media platforms after the exposure to the Readers’ Club

| Activities | Everyday | Once a week | Twice a week | Once a month | Never | WM | Rank |
|---------------------------------|----------|-------------|--------------|--------------|-------|-------|------|
| Playing mobile games (offline) | 10 | 4 | 4 | 6 | 6 | 33.33 | 4 |
| Playing internet games (online) | 6 | 3 | 5 | 5 | 11 | 20 | 7 |
| Texting/chatting | 25 | 3 | 2 | 0 | 0 | 83.33 | 2 |
| Visiting websites/blogs | 7 | 9 | 7 | 5 | 2 | 23.33 | 6 |
| Facebooking | 28 | 1 | 1 | 0 | 0 | 93.33 | 1 |
| Tiktoking | 24 | 4 | 1 | 1 | 0 | 80 | 3 |

Table 2.4b presents the data on the level of the learners’ engagement in social media platforms after the implementation of the Readers’ Club.

The data after the implementation of the Readers' Club indicates that while social media engagement remains high, there are notable shifts in how learners allocate their online activities. Facebooking with 93.33 percent continues to be the most frequently performed activity, with nearly all learners using it daily. TikToking with 80 percent and texting/chatting with 83.33 percent also remain dominant, showing that social interaction and entertainment-driven content still hold great appeal.

However, there is a slight decrease in playing mobile games with 33.33 percent and online games with 20 percent, suggesting that some learners may be spending less time on gaming-related activities. Meanwhile, engagement in visiting websites and blogs remains relatively low at 23.33 percent, indicating that learners still do not frequently seek educational content outside of social media platforms.

When comparing the first and second sets of data, it is evident that social media engagement patterns have largely remained consistent. Facebook and TikTok continue to dominate as the preferred platforms, showing

no major decline in usage. However, there is a slight reduction in gaming activities, particularly in offline mobile gaming from 36.66 percent to 33.33 percent and online gaming from 36.66 percent to 20 percent, which may suggest a shift in learners’ focus toward other online activities, possibly influenced by the introduction of the Readers’ Club. Despite this, the engagement in visiting websites and blogs has not significantly increased, indicating that learners are still not actively exploring reading materials outside of social media platforms.

The findings suggest that while the Readers' Club may have had some influence on reducing gaming time, it has not yet notably increased learners’ engagement in reading or educational websites. This reinforces the idea that learners are still drawn to interactive and visually engaging content. The results of the study relate to Tajolosa et.al. (2023) which reveals that due to the fast-evolving world and changing technology, learners have a high level of engagement on different social media platforms, especially on Facebook. Jahan et.al (2021) added that reading has had a serious setback and that learners have become more involved in other activities and devices rather than reading.

Exhibited Traits of the Aliterate Learners in terms of their Own Perception on their Reading Ability and their Own Reading Habit

Table 2.5a. Learners’ perception on their own reading ability before and after exposure to the Readers’ Club

| Perception of One’s Reading Ability | Before | | After | |
|-------------------------------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| 1. I enjoy reading a lot. | 2 | 6.66 | 5 | 16.66 |
| 2. I like reading occasionally. | 15 | 50 | 20 | 66.66 |
| 3. I don’t like reading at all. | 13 | 43.33 | 5 | 16.66 |

Table 2.5a presents the learners’ perception on their own reading ability before and after the implementation of the Readers’ Club. Initially, only 6.66 percent of learners reported that they "enjoy reading a lot," indicating a minimal number of highly motivated readers. The majority of the learners with 50 percent stated that they "like reading occasionally," while a notable 43.33 percent admitted that they "don’t like reading at all." This suggests that a large portion of learners had a neutral or negative perception of reading before the intervention.

After the implementation of the Readers’ Club, there is a clear improvement in learners’ reading perception. The percentage of those who "enjoy reading a lot" increased to 16.66 percent, while those who "like reading occasionally" rose to 66.66 percent, demonstrating a shift toward a more positive attitude. More notably, the number of learners who "don’t like reading at all" remarkably dropped from 43.33 percent to 16.66 percent, indicating that many learners have developed a greater appreciation for reading. The most striking improvement is the 27 percent decrease in learners who do not like reading at all. This suggests that the Readers’ Club was successful in making reading more engaging and accessible to learners who previously had negative perceptions.

Additionally, there was a notable rise in the number of learners who now enjoy reading a lot from 6.66 percent to 16.66 percent, showing that some learners have transitioned from occasional to enthusiastic readers. While the majority still fall under the category of "occasional readers," their percentage increased, indicating that more learners are now at least open to reading.

The findings suggest that the implementation of the Readers' Club has had a positive impact on learners’ reading habits and attitudes. By fostering a more engaging reading environment, the club has successfully encouraged more learners to see reading as an enjoyable activity rather than a chore. However, since most learners still classify themselves as occasional readers, there is room for further improvement.

Table 2.5b. Learners’ perception of their own reading habits before and after exposure to the Readers’ Club

| Perception of One’s Reading Habit | Before | | After | |
|-----------------------------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| 1. I have a good reading habit | 2 | 6.66 | 5 | 16.66 |
| 2. I have a poor reading habit | 28 | 93.33 | 25 | 83.33 |

The data on table 2.5b presents the learners’ self-perception of their reading habits before and after the implementation of the Readers’ Club. Before the implementation, only 6.66 percent of the learners believed they had a good reading habit, while an overwhelming 93.33 percent admitted to having a poor reading habit. This suggests that before the intervention, the majority of learners lacked consistent reading practices, which may have affected their literacy skills and overall academic performance.

After the implementation of the Readers’ Club, there was a 10 percent increase in learners who perceived themselves as having a good reading habit, rising from 6.66 percent to 16.66 percent. Meanwhile, those who believed they had a poor reading habit slightly decreased from 93.33 percent to 83.33 percent. This indicates some improvement, though a large majority still feel that their reading habits need further development.

The data reveals a slight positive shift in students’ self-assessment of their reading habits. While more learners now recognize an improvement in their reading practices, the majority still struggle with maintaining a strong reading routine. The increase in those who perceive their reading habit as good suggests that the Readers’ Club has had some success in fostering reading engagement, but the fact that over 80 percent of learners still believe they have poor reading habits indicates that more work is needed to create lasting reading behaviors.

The results suggest that while the Readers' Club has made progress in encouraging better reading habits, the impact remains limited, as the majority of learners still struggle to develop a consistent reading routine. This highlights the need for more engaging and sustained reading interventions.

The findings conform to Loan (2009) as cited in Tajolosa et. al. (2023) forming and developing reading activities that will gradually turn into a habit. Tajolosa (2023) added that reading interests are constructed through good reading habits; when one is interested in reading, a good reading habit will be developed. When these two factors are combined, the learners can expect to have good reading proficiency.

Difference in Learners’ Traits after Joining the Readers’ Club in terms of Reading Interest, Reading Habits, Factors Affecting Learners’ Engagement in Reading, Engagement in social media, Learners’ Perception on their Own Reading Ability, and Learners’ Perception on their Own Reading Habits

Table 3.1. Difference in learners’ reading interest before and after joining the Readers’ Club

| Variables | t-value | p-value | Interpretation |
|---|---------|---------|-----------------|
| Attitude Towards Reading | 0.00 | 1.000 | Not significant |
| Learners’ Preferred Supplemental Reading Materials | -1.19 | 0.301 | Not Significant |
| Factors affecting the Learners’ Choice of Materials for Leisure Reading | -0.21 | 0.844 | Not significant |

*Significant at 0.05 level (2-tailed)

**significant at 0.01 level (2-tailed)

The p-values of the learners’ attitude, preferred supplemental reading materials, and factors affecting the learners’ choice of materials for leisure reading are greater than 0.05. This means that the changes observed before and after the implementation of the Readers’ Club are not statistically significant. This suggests that any differences in attitude, reading material preferences, and factors influencing reading choices could be due to random variation rather than a meaningful shift.

The result on the difference in learners’ reading interest before and after the implementation of the Readers’ Club is in accordance to what Alexander and Jarman (2018) said that reading quickly becomes a chore or a requirement and is not associated with any pleasure, which then leads to aliteracy. Though they eventually learn to read, they rarely enjoy it or are very good at it. It is only in school that these reluctant readers read. When at home, it was observed that these learners do not read and have not been taught by their parents that reading can be a pleasurable experience, and the school has made reading an unpleasurable experience for the most of them since it becomes a chore. Thomas and Moorman (1983) as cited in Buis (2020) added that the learners who can read but chooses not to is probably the most crucial concern confronting the educational institutions today.

Table 3.2. Difference in learners’ reading habit before and after joining the Readers’ Club

| Variables | Chi-square value | p-value | Interpretation |
|-------------------------------------|------------------|-------------|----------------|
| Number of Days Allotted for Reading | 29.7 | 0.00002 | Significant |
| Time Spent in Supplementary Reading | 42.27 | 0.000000352 | Significant |

Significant at 0.05 level (2-tailed)

**significant at 0.01 level (2-tailed)

The chi-square test for time spent in supplementary reading before and after the implementation of the Readers' Club yielded a chi-square value of 42.27 and a p-value of 0.000000352 percent. This extremely small p-value, which is far below the conventional significance level of 0.05, provides strong statistical evidence that the time learners spent on supplementary reading significantly increased after participating in the Readers’ Club.

The results indicate a substantial shift, with more learners engaging in reading for longer durations compared to before the program. The dramatic decrease in the number of learners who hardly read at all further highlights the positive impact of the Readers’ Club in fostering a reading habit among learners. The result on the difference in learners’ reading habit before and after the implementation of the Readers’ Club has conformed with Andayani and Maryam (2018) that said that forming and developing reading activities will gradually turn into a habit. Give an opportunity, venue, and the right motivation to read, these learners will gradually flip pages to read without being told to read.

Table 3.3. Difference in factors affecting learners’ engagement in reading before and after the implementation of the Readers’ Club

| Variable | t-value | p-value | Interpretation |
|---|---------|---------|-----------------|
| Factors affecting learners’ engagement in reading | -0.648 | 0.541 | Not significant |

*Significant at 0.05 level (2-tailed)

**significant at 0.01 level (2-tailed)

The paired t-test analysis for factors affecting learners’ engagement in reading before and after the implementation of the Readers’ Club resulted in a t-value of -0.648 and a p-value of 0.541. Since the p-value is

significantly greater than the conventional significance level of 0.05, the findings indicate that there is no statistically significant difference in the factors influencing learners’ reading engagement before and after the intervention. While some factors, such as time allocated for vlogging and gaming, showed slight increases, the overall variation was not substantial enough to be considered significant. This suggests that external influences, such as household responsibilities, personal interests, and lifestyle habits, may continue to play a dominant role in shaping learners’ reading engagement, regardless of the Readers’ Club’s implementation.

The result on the difference in factors affecting learners’ engagement in reading before and after the implementation of the Readers’ Club adhere to Rotas and Cahapay’s (2020) study where they revealed that learners face challenges in conflict with home responsibilities and a poor learning environment. In this matter, homes with less motivation to read can be attributed also to factors that affect the reading interests and habits of the learners; learners cannot focus on learning when they do not have a healthy environment and a hassle-free time.

Table 3.4 Difference in learners’ engagement in social media platform before and after the implementation of the Readers’ Club

| Variable | t-value | p-value | Interpretation |
|--|---------|---------|-----------------|
| Learners’ Engagement in Social Media Platforms | 2.000 | 0.102 | Not significant |

*Significant at 0.05 level (2-tailed)

**significant at 0.01 level (2-tailed)

The paired t-test analysis for learners’ engagement in various activities before and after the implementation of the Readers’ Club resulted in a t-value of 2.000 and a p-value of 0.102. Since the p-value is greater than the standard significance level of 0.05, the findings suggest that there is no statistically significant difference in the learners’ engagement in activities such as mobile gaming, internet browsing, texting, and social media usage after joining the Readers’ Club. While there were slight changes in the frequency of some activities—such as a decrease in playing mobile and online games, the overall variation was not substantial enough to indicate a meaningful shift. Notably, learners’ engagement in highly preferred activities like Facebooking, Tiktoking, and texting/chatting remained consistent, suggesting that these digital habits were deeply ingrained and not easily influenced by the intervention.

These results imply that although the Readers’ Club may have had a positive impact on reading habits, it did not significantly alter learners’ engagement in non-reading-related activities. External factors, such as personal preferences, digital consumption patterns, and social influences, may have continued to shape their daily routines despite the introduction of the club. The results are also evident in Jahan’s et. al (2021) study that learners only spent less time in reading, and the alarming part is that they spent much time online with electronic devices for 6-7 hours while the remaining 4 hours of their day were consumed by activities like gaming, Facebook, YouTube, and others. Also, Borgonovi (2016) added that frequent engagement with collaborative online games is generally associated with a steep reduction in reading achievement, particularly in the paper-based test and particularly among low-achieving learners. It is evident in this study that reading faced a difficulty during the implementation because of the learners’ more engagement in Social Media platforms and mobile games. The learners have become more involved in other activities and devices rather than reading.

Table 3.5 Difference in learners’ perception on their reading ability and their own reading habit

| Variables | Chi-square value | p-value | Interpretation |
|---|------------------|---------|----------------|
| Learner’s Perception on their Own Reading Ability | 11.09 | 0.0039 | Significant |

| | | | |
|---|------|-------|-------------|
| Learners' Perception on their Own Reading Habit | 4.82 | 0.028 | Significant |
|---|------|-------|-------------|

*Significant at 0.05 level (2-tailed)

**significant at 0.01 level (2-tailed)

The statistical analysis revealed a significant improvement in learners' perception of both their reading ability and reading habits after the implementation of the Readers' Club. The chi-square test for reading ability resulted in a chi-square value of 11.09 and a p-value of 0.0039, indicating a highly significant difference before and after the intervention. This suggests that participation in the Readers' Club positively influenced learners' confidence in their reading skills. Specifically, more learners reported enjoying reading after the program, while the number of those who disliked reading decreased significantly. Similarly, the chi-square test for reading habit yielded a chi-square value of 4.82 and a p-value of 0.028, which is also statistically significant. This indicates that the Readers' Club contributed to a positive shift in learners' perception of their reading habits. More learners began to consider themselves as having good reading habits, while the number of those who believed they had poor reading habits declined.

Overall, the findings suggest that structured reading interventions, such as the Reader's Club, can effectively enhance learners' confidence in their reading abilities and encourage better reading habits. The statistically significant results confirm that the changes observed were not due to random chance but rather to the impact of the program. The results of the study hold to Tajolosa et.al. (2023) that reading interests are constructed through good reading habits; when one is interested in reading, a good reading habit will be developed. When these two factors are combined, the learners can expect to have good reading proficiency. By fostering a supportive reading environment, promoting reading engagement, and providing exposure to different reading materials, the Readers' Club played a crucial role in shaping learners' attitudes toward reading

CONCLUSION

In the light of these findings, the following conclusions were drawn:

It was found out that there is not much of improvement in the reading interest of the learners after the intervention. Learners were attuned to read Facebook updates and eBooks for supplemental reading rather than reading printed books and newspapers.

Before the intervention, participants would rely mainly to the teachers for the reading materials to read. They only have limited autonomy in their reading choices compared to the external recommendations. Consequently, after the intervention, there is an increased on the participants' own reading choices.

Moreover, there was an increased in the reading habits of the learners as they all become actively engaged in reading. The Readers' Club has encouraged these learners to read demonstrating a shift from reluctant to readers. The increased on the number of days allotted to reading fostered an environment inclusive for reading where the learners participate.

As for the time spent in supplemental reading, the number of reluctant readers decreased and the majority of the learners read for 30 minutes for twice a week. However, while there is an increased in the number of readers, the time spent reading remained moderate with no learners spent longer time in reading for two (2) hours or more.

In addition, playing online and offline games as well as the time spent in watching TV series or movies are considered prevalent among learners before and after the implementation of the intervention as the factors affecting the learners' engagement in reading. Though the Readers' Club has impact on the reading habit of the learners, influenced of gaming and media continued to distract learners from reading.

Furthermore, the high level of engagement in Social Media platform like Facebooking, Tiktoking, and texting and chatting which ranked high before and after the implementation of the Readers' Club remained consistent

with no decline in usage, inclining learners to a more interactive and entertainment-based digital activities rather than reading-focused activities.

On the other hand, a large portion of the learners had a neutral or negative perception of reading before the implementation. However, after the implementation of the Readers' Club, learners' perception have changed demonstrating a more positive attitude signifying that the club makes every reading session engaging and accessible to those who previously had a negative perceptions as more learners are now open to reading.

RECOMMENDATIONS

Based on the findings of the study, several recommendations emerge for action and consideration. To fuel reading interest and motivation among reluctant readers, it is always possible to modify the Readers' Club rules to cater the needs of these reluctant readers.

Also, further research is encouraged because the result of the study on reading interest, factors affecting reading engagement, and the social media engagement raised more questions than answers.

Teachers are encouraged to create a non-threatening environment conducive for reading. By doing so, learners will be more actively engaged in reading therefore more likely to enjoy and hold a positive attitude toward reading printed books.

Parents and the members of the community need to be serious in combatting aliteracy among learners. The love for reading is not developed overnight. It is through constant and gradual guidance of the people surrounding the learners.

The school must not only focus on the struggling learners but also on the alliterate learners. Constant monitoring of the learners' reading development is needed. Literature-rich household is encouraged.

Research with a larger population or research exploring the effectiveness of the Readers' Club through the learners' perspective needs to be conducted. This will help teachers and researchers understand better whether the intervention is effective as part of reading instruction. In addition, to improve the possible bias reporting of this study, future studies may include other measurements to measure reading motivation to determine to what extent Readers' Club may affect learners' reading motivation.

Reflection

It took us a while to realize that the root of all academic problems is reading. The problem lies in the situation that a lot of learners struggle with reading, not because they cannot, but because they do not want to. These alliterates (reluctant readers) often find books intimidating, boring, or disconnected from their interests, making it hard to develop a love for reading. This greatly impact the academic journey of the learners' affecting areas across curriculum. The key is not forcing them to read but finding the right approach. Focusing and giving efforts to alliterates is not just about literacy, it is about opening doors to new worlds in a way that feels exciting and personal to them.

Implementing the Readers' Club was like setting sail on an unpredictable adventure. It was exciting, daunting, and full of surprises. At first, enthusiasm was scarce, with reluctant readers approaching books like unfamiliar territory, hesitant to step in. The biggest challenge was breaking the stigma that reading is a chore. Some learners saw it as boring, others as too difficult, and many simply preferred the instant gratification of screens. It took patience and creativity to make books feel less like an obligation and more like an invitation to explore new worlds.

The turning point came when we stopped focusing on just "reading" and instead emphasized storytelling, discussion, and interaction. Activities made books come alive in unexpected ways. Slowly, reluctant readers found their niche. Some drawn to thrilling mysteries others to heartwarming adventures or even non-fiction that spoke to their interests. It was not about forcing them to read but helping them discover what they loved to

read. This shift in approach transformed the club from a quiet reading space into a vibrant community of curiosity and conversation.

Of course, the journey was not without setbacks. Some members resisted, falling back into old habits, and engagement levels fluctuated. It was a reminder that progress is not always linear, some days felt like breakthroughs, while others felt like back to square one. The key lesson here was persistence and adaptability. Celebrating small victories, allowing flexibility in book choices, and incorporating multimedia elements helped sustain interest. More importantly, creating a safe space where no one was judged for their reading pace or preferences made all the difference.

Looking back, the Readers' Club was not just about improving literacy; it was about transforming attitudes toward reading. It taught patience, creativity, and the importance of meeting learners where they are. Most of all, it proved that even the most reluctant readers have a story waiting to pull them in, they just need the right book to find it. Seeing that spark in their eyes, that moment when reading became an adventure instead of a task, made every challenge worth it.

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