READING FICTIONAL NOVELS IN ENGLISH AS A HOBBY: ITS EFFECT ON THE GRAMMATICAL COMPETENCE IN ENGLISH OF THE STUDENTS OF MSU SENIOR HIGH SCHOOL – HUMSS STRAND

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By

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ABSTRACT

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This study focused on the effect of the hobby of reading fictional novels in English on the English grammatical competence of the HUMSS Strand students of MSU-Senior High School to determine if reading has a significant relation to the readers' grammatical competence. The researcher first conducted a survey to determine the respondents' profiles and later conducted a grammar test on three basic aspects of English grammar. Statistical tools of frequency & percentage as well as Pearson correlation were then employed to examine the results of the survey and the test. From thereon, conclusions and recommendations were drawn from the findings of the study.

The researcher focused on the following questions:

1) What are the top three (3) genres of fiction preferred by the respondents?
2) What are the scores garnered by the respondents in the adopted grammar test conducted by the researcher?
3) Is there a significant relationship between reading fictional novels and grammatical competence?
4) What is the implication of the effect of reading fictional novels on students' grammatical competence?

The results of the self-constructed survey questionnaire and the adopted grammar test were used as data in this research. When all the necessary data were collected, the same were tabulated, analyzed and interpreted. The top 3 genres of fictional novels among the respondents that were found in the study were: fantasy, adventure and romance (tied for 2nd place), and crime/detective. The scores garnered by the respondents in the adopted grammar test as found in the study were: 88.89% of the total respondents scored 6-10 out of 10 points in subject-verb agreement or SVA, 68.89% of the same respondents scored 6-10 points in pronoun-antecedent agreement or PAA, and also 68.89% of the respondents scored 6-10 points in prepositions.

Moreover, the researcher was able to conclude the following:

1) The use of the statistical tool Pearson's r in determining the relationship between reading fictional novels as the independent variable and grammatical

...........novels on students' grammatical competence is a positive association.

3) Based on the previous statements (that the relationship between reading fiction and grammatical competence is not significant although there is a positive association between the two variables), reading fiction still contributes to developing grammatical competence to a certain degree.

The researcher recommends the following after a thorough critical analysis of this study:

1) Curriculum planners and educators should take into consideration young learners' genre preferences in designing reading materials for language and literature classes without compromising the need to transition young learners with childhood reading tendencies to much more critical readers.

2) Parents or guardians of young readers should encourage their children or wards to read fictional novels in the English medium by published authors who either have the necessary degree or an extensive experience in