



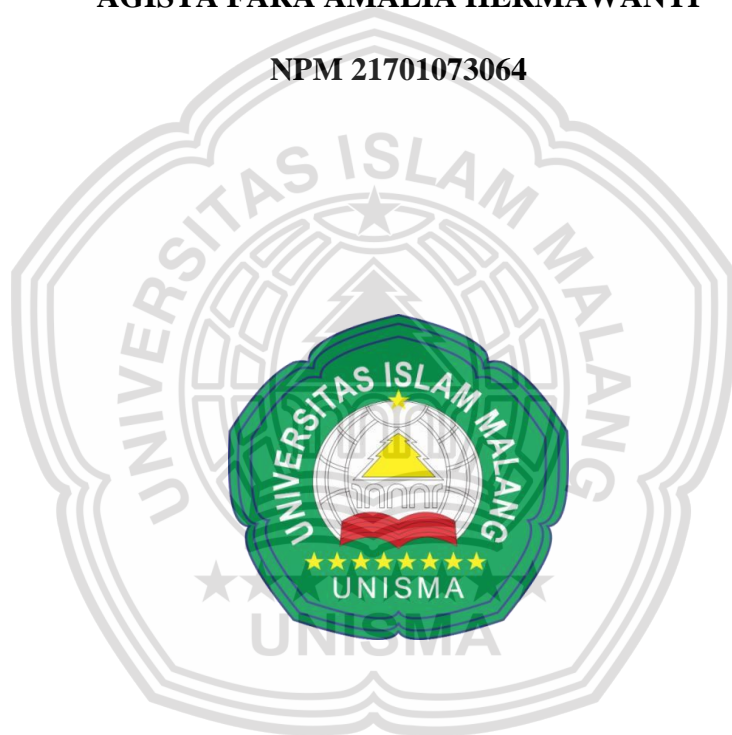
**ENGLISH LEARNERS' STRATEGIES OF LEARNING READING
COMPREHENSION ACROSS DIFFERENT GENDERS**

SKRIPSI

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ABSTRACT

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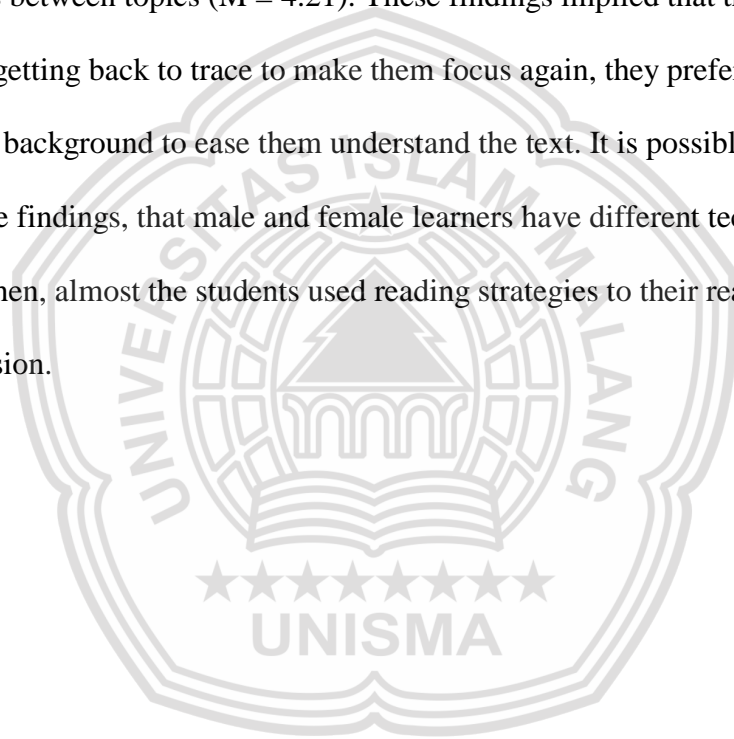
Keywords: Reading Strategy, Gender Students

Indonesian reading is different from English reading. English reading is necessary to understand the meaning of word and the content of the text, usually known as reading comprehension. Therefore, the students need a strategy to make them easier to comprehend what they are reading. So, the researcher conducted a research to know the intensity of the reading strategy used by male and female students in second semester of the English Department at University of Islam Malang.

This research employed quantitative approach. The population of this study was the second semester students of English Education Department of Teacher Training and Education Faculty of University of Islam Malang in academic year 2020/2021. The sample of this study was 40 students of English education department that consist of 20 male students and 20 female students.

The finding showed that the strategy who second semester students often used based on three categories were GLOB (M = 4.22) their background knowledge in reading comprehension, PROB (M = 4.53) their attempted to restore concentration, and SUP (M = 4.19) their read the text repeatedly to find relationships between

information. Then, the strategy most frequently used by male students from three categories were GLOB used checking understanding while find new information ($M = 4.35$), PROB used re-read the text while they lost concentration ($M = 4.45$), and SUP used to read general information quickly ($M = 4.20$). Meanwhile, female students in GLOB were used context clues ($M = 4.97$), PROB used reread text when their lost concentration ($M = 4.56$), and SUP was return to the text to establish connections between topics ($M = 4.21$). These findings implied that the students used strategy of getting back to trace to make them focus again, they prefer to reread and utilize their background to ease them understand the text. It is possible to assume, based on the findings, that male and female learners have different techniques of readings. Then, almost the students used reading strategies to their reading comprehension.



CHAPTER 1

INTRODUCTION

In this section, the researcher discusses some of the research's findings. Only a few of them include the study's history, research obstacles, study's aims, study's importance, study's scope and limitations, key phrases and their definitions.

1.1 Background of the Study

Reading is one of the inputs, it is a crucial aspect of language acquisition. Reading is beneficial for language acquisition, according to Harmer (2007). By reading, the students can get knowledge from everything they read. They gain more information as they read more. As in general, reading requires an understanding the content of a reading. It is not uncommon for some students to experience difficulties in reading comprehension. Many students can read well, but when asked to summarize a material, they struggle, according to Usman, Fata, and Pratiwi (2018). It might happen because the students only read word by word without knowing the meaning.

Indonesian reading is different from English reading. It means you must understand both the meaning of the words and the primary point of the reading, also known as reading comprehension. One of the most important abilities for language learners to master is reading comprehension (Gabriella, 2018). In reading, the students need a strategy to make them easier to comprehend what they are reading. Shehadeh (2015) stated that reading strategies have been an important theme for

research in EFL in general and reading skill in particular in an attempt to help improving students' reading ability. Strategies in reading comprehension can help students in various fields, especially for students majoring in English teacher training and education at University of Islam Malang.

In determining their reading strategies, each student must have his/her own strategies. Not all students know and have the right learning strategies to overcome the difficulties in their reading comprehension, but the good students can know and have them. One thing that affects is gender. Anantasa (2016) stated that gender is the factor influencing reading comprehension. Of course, there are different strategies for reading between male and female. As a result, the researcher intends to look at the reading comprehension techniques of males and females students in the second semester of the English Education Department at the Islamic University of Malang.

Additionally, the previous research was conducted by Nurohman (2018). The previous research aimed to analyze students' perceptions on Academic Reading. The research participants included 15 male students and 21 female students, for a total of 36 people, or 20% of the population. The results showed that students had different reading approaches. In the data analysis selection, the phrase "I examine if the substance of the text meets my reading aim" was revealed to be important according to gender. Female students consider whether the text's substance is more appropriate for my reading purposes than male students, according to this statement. This demonstrates that the majority of IAIN Slatiga students skimmed before reading and guessed by glancing at the titles, as well as the gender differences in participants'

perceptions of good academic reading practices. Reading techniques differ between men and women.

In order to learn more about how learners use strategies in reading comprehension, the researcher is interested in conducting a study titled "English Learners' Strategies of Reading Comprehension Across Genders," which will provide detailed information about the strategies used by male and female learners in readings comprehension. Meanwhile, previous studies have suggested that the researcher conduct a study titled "English Learners' Strategies of Reading Comprehension Across Genders," which will provide detailed information about the strategies used by male and female learners in readings comprehension. The differences of this research with the previous study are also seen by the population of the subjects, while in this study the researcher focuses on selecting gender students between male and female. Another difference is that, whereas the previous study focused on students' perceptions of appropriate reading approaches, this study focuses entirely on students' gender, which influences reading comprehension strategy.

1.2 Research Problems

The difficulties in this study are formulated as follows, based on the explanation above:

1. What are intensity in the use of reading strategy by students in second semester of the English Department at University of Islam Malang?
2. What are the readings strategies used the most by male and female students in second semester of the English Department at University of Islam Malang?

1.3 Objectives of the Study

The objectives of this study are:

1. to know the intensity of the reading strategy used by students in second semester of the English Department at University of Islam Malang.
2. to know the reading strategies used the most by male and female students in second semester of the English Department at University of Islam Malang.

1.4 Significance of the Study

It was believed after reading this reasearch, the reader would have a better understanding of how male and female students approach reading comprehension. It is also expected that this research can be used as a reference.

1. For lecturers

Lecturers can use reading strategies to train students' reading comprehension. That way learning can be more effective after reading the results of this study. This will also assist lecturers in understanding the characteristics of EFL students.

2. For students

Students can apply reading comprehension exercises using reading strategies. This research can also help students in reading comprehension by utilizing reading strategies.

3. For the theoretical contribution

In terms of theoretical contributions, the researcher hopes that the findings of this study can help lecturers/students utilize reading strategies in reading

comprehension. In addition, the study wanted to verify the role of male or female applying reading strategy.

1.5 Scope and Limitation of the Study

This research focuses on how to choose both male and female students. The researcher looks on the reading comprehension tactics used by male and female students. However, not all learners of the English Department at University of Islam Malang were selected as the samples.

The limitation of this research is that researcher cannot make direct observation because of limited time and still in a pandemic condition. Furthermore, the researcher can only distribute online questionnaires to male and female students in the English Department's second semester.

1.6 Definition of the Key Terms

The definitions of the important phrases are supplied to avoid misunderstandings and ambiguity. There were a few terms that required to be defined in this investigation.

Reading strategy is a technique that someone uses in reading to obtain information from the reading that has been read. This strategy is intended to help students in understanding a reading strategy easily. It is intended that through employing reading methods, pupils' reading comprehension will increase.

Gender students are female and male. Gender has different characters in determining the reading strategies used by each student male or female. It can also affect the information obtained by students in using reading strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendation are included in this chapter. Finally, the researcher offers a brief conclusion based on the prior chapter's results and discussion. In addition, the researcher makes recommendations for future researchers in relation to this study.

5.1 Conclusions

The researcher came to numerous conclusions based on the findings after doing the investigation and analyzing the data. The following conclusions were reached based on the research findings shows that there are three categories reading strategy (GLOB, PROB and SUP) N = 33 students with average high score (GLOB: M = 4.22; PROB: M = 4.53; SUP: M = 4.19), N = 7 students with average medium score (GLOB : M = 3.49; PROB : M = 3.24; SUP: M = 3.47) there were no students with low score. From the data obtained, there were more students classified as high strategy usage than medium and low strategy usage.

Meanwhile, the high average score of male students (GLOB: M = 4.35; PROB: M = 4.45; SUP: M = 4.20) and female students (GLOB: M = 4.97; PROB: M = 4.56; SUP: M = 4.21) with total students most used strategy were male 18 and female 15. Then, medium score (GLOB: M = 3.50; PROB: M = 3.35; SUP: M = 3.50) there were 2 male students and medium score (GLOB: M = 3.49; PROB: M = 3.18; SUP: M = 3.46) there were 5 female students.

Then, the researcher concluded that there were some disparities among male and female students in three categories of reading strategies. Male students frequently employed the approach of double-checking their knowledge whenever they encountered new information, but female students used the text's keyword to comprehend what they read. Furthermore, male students read broad information fast in the text, whereas female students read the material twice to determine the relationship between the information. Meanwhile, male students ask dense questions in order to find answers in the book, whereas female students only read the opening and conclusion before reading the entire text. So, from the above it can be concluded that almost the students used reading strategies to their reading comprehension.

5.2 Suggestions

According to the research findings and debate, the followings recommendations have been made:

1. For the Teachers/Lecturers

Hopefully, the teachers/lecturers can guide the students to use reading strategy which is suitable for the students themselves based on the different gender. Beside that, the teachers/lecturers can improve students reading comprehension from across different gender.

2. For the Students/Learners

Researcher hopes that students/learners are able to increase their reading comprehension skill with the strategies they often use in their reading process.

Additionally, they can also explore the other reading strategies in helping them comprehend the texts.

3. For the Future Researchers

Hopefully, this reseach can become one of the references for future scholars who wish to conduct similar study. In addition, further researchers can also obtain more data without time constraints and conduct a research directly even though using the online system from Google Form.



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