



**AN ANALYSIS OF READING STRATEGIES USED BY MALE AND
FEMALE STUDENTS**

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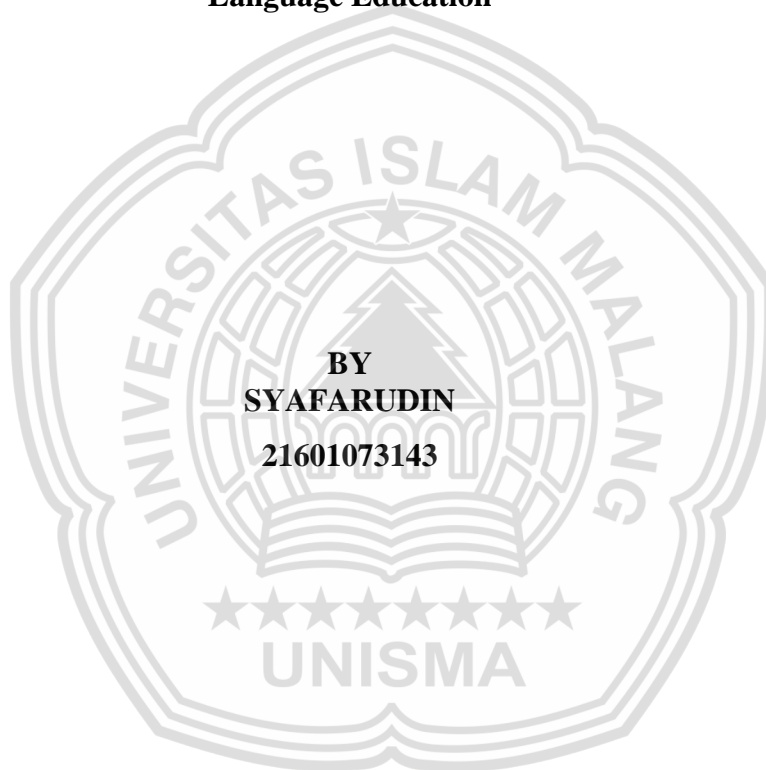
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ABSTRACT

Syafarudin. 2022. *An Analysis of Reading Strategies Used by Male and Female Students.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hamiddin, S.Pd., M.Pd ; Advisor II; Henny Rahmawati, S.Pd., S.S., M.Pd.

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Reading activity has the main purpose to find information by comprehending the message originated from a written source. As stated by Harmer (2008), reading is an active mental process intended to gain information and comprehend the message in the text. To read effectively, it is necessary for the reader to apply strategies that suit their reading needs. Another aspect that influences reading strategies is gender as gender differs personality of individuals that affects learning strategies (Anantasa, 2016). Therefore, the researcher is interested in conducting a study about the difference between reading comprehension strategies used by males and females.

This study used a descriptive qualitative research method and semi-structured interviews as the instrument. The data for this research were collected from 10 students with 5 male and 5 female students of the English department from the University of Islam Malang online with the use of WhatsApp voice notes. The data are analyzed using qualitative analysis that consists of data reduction, grouping, coding, and interpretation to get the data as a whole.

In result shows that most of the participants in this study are active readers. with female students tend to be more frequent and consistent while male students tend to be more focused in reading. The study indicated that the reasons for using strategies depend on the characteristic of the text, preference, and reading purposes. The study also indicated many differences in terms of using reading strategies, male students are dominant at previewing, skimming, and predicting, , while female students are dominant at text Identification, summarizing, attention to detail, and selecting a strategy. The study suggests the importance of conducting a study on digital reading settings as reading is gradually shifted to the digital setting.

CHAPTER I

INTRODUCTION

In this chapter, the researcher points out the background of the study, problems, and the purpose of the study as well as its significance which serves as the grounding base in conducting the research.

1.1 Background of Study

Reading is an activity that aims to find information by comprehending the message originated from a written source. According to Harmer, (2008), reading is an active mental process intended to gain information and comprehend the message in the text. Additionally, reading is a mental process to collect and construct the meaning from the cluster of words by making sense of messages written in printed words (Seyler, 2004). In gaining knowledge, reading holds a very important place among other skills, it allows the reader to gain access to the knowledge of the world. (Grabe, 1991) In the higher education level, reading is essential for students as successful learning process in higher education highly depends on reading. Good skill in reading allows an individual to gain knowledge regardless of time and space (Nunan, 2003). Therefore, reading is significantly required for the development of study in various fields of knowledge.

The main purpose of reading is understanding contents of the text which depends on the reader's own purpose. According to Roehrig and Guo (2011), people read for many reasons, depending on the readers' motivation, attitude,

interest, and habit towards reading. However, the main factor that determines the success of reading is reading comprehension. As Nunan (2003) stated that the purpose of reading is to comprehend the content of the text.

Reading comprehension refers to personal capacity in understanding written material (Nunan, 2003). Day and Park (2005) noted the levels of comprehension in reading namely or reading taxonomy which consists of literal comprehension, grouping comprehension, inferential comprehension, evaluative comprehension, and appreciative or personal comprehension. The term literal comprehension usually known as a straightforward comprehension of the meaning of a text, based on words and vocabularies, and is not based on the context, and grouping understanding is about the skill to rearrange and distinguish information from a text to get new information. Inferential comprehension is the ability to process existing information from a text and build new understanding which is implicit to the text, while evaluative comprehension refers to the ability to give judgment about the text to find the implicit message. Moreover, appreciative comprehension is about gaining emotional or other value from a text which depends on the reader's own personal feelings. Additionally, Ngongare, Samola & Rettob (2020) noted that reading comprehension depends on the reader's contextual understanding, preference, gender, and the information in the text. This indicates that the more linguistic skills and related background knowledge one have, the easier for one to understand and decode written materials.

Another aspect that influences reading comprehension is gender, as gender determines many aspects such as preference and what strategies are implemented. According to Anantasa (2016), Gender is the social structure about how society treats and construct the character of persons. In case of different treatment from society toward male and female in reading the achievement from different effects of reading comprehension achievement. Moreover, Miles (1995) stated that the reader is a subject to several expansive pressures which lead to particular ways that present interpretation as the most likely to make sense of the text.

Many studies have shown the difference between gender in the way of reading. For instance, the study conducted by Anantasa (2016) indicates different strategies deployed by male and female students after reading activities in the class where boys tend to discuss after reading activities while girls tend to do writing and taking note activity after reading activities. Moreover, the strategy resulted that 25% of male students have a high achievement while girls 33% who achieve a high score in the test of reading comprehension. Moreover, Ngongare, Samola, and Rettob (2020) also found similar results where female students outperformed male students in reading comprehension. Another study by Arellano (2013) found that female students are better in terms of getting general information and understanding textual features while males are better in getting the specific information and deducing meaning from the context. This indicated that gender determines the way how individuals read and what to read. However, some studies only tried to analyze reading comprehension and tend to find the reading strategy in general but did not find the difference between male and

female students. Therefore, the researcher aims to find out the difference in reading comprehension strategies used by male and female readers.

1.2 The Research Problem

From the background of the study discussed above, the researcher formulated a research problem to be answered and analyzed as “What are reading comprehension strategies are used by male and female students?”

1.3 The Purposes of the Study

The purpose of the study, the relation to the research problem above can be explained as to investigate reading comprehension strategies used by male and female students.

1.4 Significance of the study

This study provides the reader beneficial information from theoretical and practical benefits as follows:

1.4.1 Theoretical Benefits

The result of this study contributes to the theories about reading specially to shed new light on the study about how gender differentiates strategies in reading comprehension.

1.4.1 Practical Benefits

For instructors of any level of education, the result of this research will give important information on how male and female students use strategies to comprehend text which allows the instructors to develop an effective strategy based on gender differences.

For the students, the result of this study gives information about what kinds of strategies are effective to be used based on gender differences.

For the future researcher, the result of this study is useful information when they want to conduct related research in regards to reading comprehension strategy with different focus and subjects.

1.5 Scope and Limitation of the Study

The researcher aims are to study the difference between male and female students in their reading comprehension strategies. Therefore, the researcher aims to conduct the study on 10 eighth-semester students that including 5 males and 5 females that originated from the English department at the University of Islam Malang.

Because of limited time, opportunity, and current condition of global social distancing, the researcher conducted the study using an online platform such as a voice recorder to conduct the interview. The research limitation is also related to the respondent selection method as the researcher only chose based on gender and did not consider high achiever students that may have more strategies in reading.

1.6 Definition of key terms

Considering does not have a misunderstanding of the definition of the term in this study, the researcher tries to clarify in the subchapter.

1. *Reading Comprehension* refers to the measurement of reading ability to grasp the message from the text using their reading strategies.



2. *Reading comprehension strategies* refers to a method used by students to effectively read and comprehend the text which might be varied for each individual.
3. *Gender difference study* refers to study which focus on the aspect of gender as an indicator subject and indicator of the phenomenon in the study.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the result in the consideration of the main data presented in the finding, prior research and theories in the discussion.

5.1 Conclusion

The result of the study concluded that most of the participants in this study are considered as active readers. Moreover, it is revealed that with female students tend to be more frequent and consistent in reading compared to male students. Meanwhile male students tend to be more focused in reading compared to female students. The study indicated that the reasons for using strategies for both male and female students depend on the characteristic of the text, students' preference, and reading purposes. The result also indicates several differences in terms of using reading strategies between genders, male students are dominant at previewing, skimming, and predicting strategies while female students are dominant at text Identification, summarizing, attention to detail, and using various strategies. In terms of using reading strategies, male students tend to use strategies avoid supplementary details and less interesting parts of the text to understand the main idea easier and faster. Meanwhile, female students tend to use strategies to determine the flow of reading as well as to enhance reading comprehension.

5.2 Suggestion

In the consideration with the problems and result of the current study, the researcher give suggestion as follows:

It suggested for the students to identify their reading patterns by reading a lot, this way they can understand their own reading preference, and what kinds of reading strategies suitable for them to read more effectively.

It is suggested to the lecturer to observe how male and female students read to teach and directs students which reading strategies they can utilize better for reading and enhance students' reading efficiency and comprehension.

It suggested for the next researcher to do more research deeper on digital reading as most students nowadays use more digital text than printed documents, it is also suggested to conduct more study about how students read based on education level as it is noticeable that the way students read are determined by their reading purposes. It is also suggested to consider high achiever in studying reading strategies as from their achievement it can be assumed that they implemented more strategies compared to the other students.

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