



**GENDER DIFFERENCES IN EFL STUDENTS' READING MOTIVATION  
AND READING ACHIEVEMENT IN THE NEW NORMAL**

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## ABSTRACT

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**Key words:** *Reading skills, gender differences, reading motivation, reading achievement, New Normal.*

The aim of this study was to investigate the differences between male and female in terms of the students' reading motivation and reading achievement in the New Normal in the first-year of Islamic junior High School.

The sample of this research was 26 students of first-year MTs. Hasyim Asy'ari which the subjects are 13 male and 13 female. The researcher employed descriptive quantitative method. The instruments of this research were questionnaire and test.

The findings research showed that students are low in reading English even next new normal. In reading motivation, female students tend to be more motivated in achieving goals at learning English than male students. However, students' motivation in new normal is still relatively low because they can't adapt to their environment after online course. Therefore, male and female students have differences in reading comprehension achievement. The result of their reading achievement show that female students achieved better in reading comprehension than males even after pandemic Covid-19 over. Some of them get above average score in the reading achievement.

In addition, this study was expected to be useful for teachers to guide the way and role of motivation. Secondly, for the students, this study to be able to increase their antusias and knowledge in learning English especially in reading motivation and reading achievement. Furthermore, the future researcher can thoroughly investigate students' motivation and reaing achievement after online learning.

## CHAPTER I

### INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of the Study

Due to the COVID-19 pandemic, WHO, March 11, 2020, declared the disease as a global pandemic. Reading English in Pandemic Covid-19 is the teacher and student challenging. Many things have changed since the pandemic, one of which is the learning system in the world which has become E-learning. E-Learning is carried out using a distance learning system and teaching learning activities are not carried out face-to-face. When teaching and learning activities have to be shifted and carried out from home as now, the teachers cannot monitor students as well as when in class. Students' interest in learning during Covid-19 pandemic must be maintained and there is also need students' motivation when do they learning process in covid- 19 pandemic.

Lestari, (2020), the research showed the enhancement can be seen from the higher of mean from each class" English score and the timeliness in submitting of the assignment and evaluation in e-learning using JB Class during COVID-19 pandemic. Last is from Krishnapatria, (2020) this research is motivated by the need of exploring the students" perception of e-learning implementation of two

English language subjects in the time of COVID-19 pandemic. Then, it showed that fair assessment of students' perception in e-learning may grant a good precedent in the implementation of full online learning due to physical isolation caused by the COVID-19 pandemic, which alternatively can be done with the method of blended learning in the New Normal.

In the (post-) pandemic era (regional) development planning is systematically adapting to people's new living habits in the new normal. New habits include working from home and online education through distance learning from home. As it has been demonstrated to assist students in becoming more proficient in their target language, reading is one of the key abilities in the learning process of learners, particularly for second language learners (Murtafi'ah & Putro, 2020). Reading comprehension is one of the four key language acquisition skills that are read, write, listen, and speak in the process of learning English as a second or foreign language. Similar to other studies, learning is more successful when students can use their skills, particularly in reading (Ahmed, 2016). Reading a foreign language is a complex skill that depends on a variety of learning variables, including reading comprehension and the learner's personality (Rianto, 2021). In this context, reading is an important aspect for learning process in foreign language and complex process.

Teachers need to be aware that reading comprehension requires both emotional and cognitive components, with motivation being one of the key effects. Many recent studies have confirmed that motivation is superiorly correlated with improved reading scores, endurance on difficult reading tasks, and

improved cognitive skills (Parsons, et.al 2015; Retelsdorf, et.al 2014; Ritchie, et.al 2015). Otherwise, pupils will not capable achieve their knowledge. That is unassailable for century the motivation is a important aspect in academic achievement. There is no factual evidence to support the widely held belief that minority students' historically poor performance is due to a lack of motivation.

Language and education are more prominent than culture and conduct. The step when the teachers learn students and the situations affect students gaint and characteristic. The most important factors is gender. Specially in reading, gender is the gaps between the characteristic and abilities of boys and girls. Discussion of gender in relation to reading has led to the assertion language proficiency is higher in girls than in boys.

There are several researches that propose similar topics about gender differencess on reading motivation and reading achievement. The first, the study was conducted by Jan, Hochweber (2016) The goal of this study is to ascertain how much the perceived effectiveness of teaching or learning has to do with the shift in the link between students' gender and their reading achievement and interest in the ninth grade. As a result, there was a moderate but not significant difference in the association between gender and achievement. Based on the results of a t-test, this strategy investigated whether gender can predict other factors, such as reading attitudes and motivation characteristics.

Second research was conducted by Banatul, Murtafi'ah, Putro (2020) In this study, we discussed Santris' attitudes towards reading and their motivations for reading based on their gender. Female students had statistically significantly better

attitudes toward academic and competitive reading than male students, according to an independent-samples t-test. The results showed significant differences in attitudes and motivations for reading between female and male santri.

The last, was administered by As Sabiq, et al (2021) Different research views on student attitudes and reasons for teaching English based on gender disparities were supplied by the study's design, which included qualitative and quantitative methods. Additionally, both males and females indicate motivation as a means (76% males, 83% females). As such, providing authentic materials and presentations has become a key part of enhancing the meaningful learning experience.

Previous researchers used the same topic but the research was conducted before and during the Covid-19 pandemic. In this study, the topic of reading motivation and achievement were employed with a qualitative method by doing offline because this was carried out in the New Normal. This research aims to find out gender differences on reading motivation and reading achievement in the New Normal.

## 1.2 Research Problem

The study's research problem can be summed up as follows.

1. Is there any difference between male and female in terms of the students' reading motivation in the New Normal?
2. Is there any difference between male and female in terms of the students' reading achievement in the New Normal?

### 1.3 Objective of the Study

Based on the background of the study and the research problems, the objectives of the study are:

1. to determine the differences between male and female in terms of the students' reading motivation in the New Normal.
2. to investigate the differences between male and female in terms of the students' reading achievement in the New Normal.

### 1.4 Significance of the Study

This research is very helpful and has some benefits for teacher and students in learning English. There are two kinds of benefits as follows :

#### 1. Theoretical Significance

This result of this research are expected gives some useful information about gender differences in reading motivation and reading achievement. Hopefully, this research can develop motivation towards reading and reading achievement at the first year of Islamic Junior High School in the New Normal.

#### 2. Practical Significance

Practically, it is hoped that the study are expected for English teacher to use this research to guide the way and role of motivation. Also, it is hoped that teachers can find appropriate methods in the teaching and learning process. Moreover, that students increase their interesting and knowledge in learning English especially in reading motivation and achievement. Suggest for futher



researchers to use this reference innovative approach for educational field especially to use this study in learning process and teaching.

### 1.5 Scope and Limitation of the Study

On the problem identification, the research tends focus on the reading motivation and achievement in the first-year of Islamic Junior high School. First, this study is limited to an Islamic school (Madrasah Tsanawiyah). Second In the current study, we only looked at the effect of gender on first-year students' motivation and reading achievement. Speaking, writing, and listening are the other three English language skills that were not taken into account in this study. This research was time constraints because it only covered a month after the pandemic. The data obtained may be temporary given the student's condition or environment still early after the New Normal.

### 1.6 Definition of Key Terms

In order to avoid confusion and misunderstanding, crucial terminology are defined. Some of the words used in this study needed to be defined, including:

1. *Reading Motivation* is one of the most important influences on language ability and requires both emotional and cognitive components. Pupils of first grade are intrinsically or extrinsically motivated to exert themselves in reading comprehension pasca the Covid-19 pandemic.
2. *Reading achievement* refers to pupils of Mts. Hasyim Asyar'i after the pandemic covid-19 being able to use the skills that are necessary to read grade-level material fluency and with understanding.



3. *Gender differences* which separate the characteristic and ability, as well as the learning process pasca the pandemic between boys and girls of first year at Mts.Hasyim Asyar'i.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents two parts, conclusions and suggestions. Conclusions and suggestions are drawn based on the results of the data analysis and discussion presented in the previous chapter. In addition, some suggestions are also made to provide some ideas for further research in this field.

#### 5.1 Conclusions

After the research was conducted at the first-year in Mts Hasyim Asyar'i Batu, the major findings are summarized as follows. Gender is a significant motivating factor when learning English as a foreign language. Following the Covid 19 pandemic, students' motives change between genders, which in turn affects how well they perform in EFL. In terms of attitudes and motivation, female students perform better on average than male pupils. Male students, however, are more driven to achieve their goals than female students. The students acknowledged that they were driven to learn English for academic and professional reasons, and only a small number of them were motivated to interact with others who spoke the target language. These results also lend credence to claims that girls typically show greater levels of engagement and, as a result, perform better in English classes than boys. Therefore, efforts to increase children's motivation should concentrate on improving their intrinsic motivation, as this is more likely to have an impact on participation in reading activities and the development of reading skills. Boys' reading underachievement has been

attributed, in part, to their lack of interest and involvement in literacy-related activities due to consistent sex differences in reading motivation (in this study, intrinsic motivation). Since they advanced from sixth grade to junior high school, the majority of students still haven't gotten used to their new surroundings. Prior to this, kids engaged in online learning activities for two years in order to obtain instruction without having the teacher present. However, some female students can still successfully respond to reading exam questions. Students in female classes were found to be more excited than those in male classes when completing the questionnaires and test, which allowed the researchers to notice another difference. The findings of this study demonstrate that even after the Covid 19 epidemic, female students are more motivated to learn English as a foreign language than male students. Some of them attain reading achievement scores that are above average.

## 5.2 Suggestions

Following the completion of the current study, the researcher has some recommendations for future research, teachers, and students.

### 1. For the teacher

Based on the results of this study, the researcher suggests teachers to use this research to guide the way and role of motivation. Also, it is hoped that teachers can find appropriate methods in the teaching and learning process.

### 2. For the students

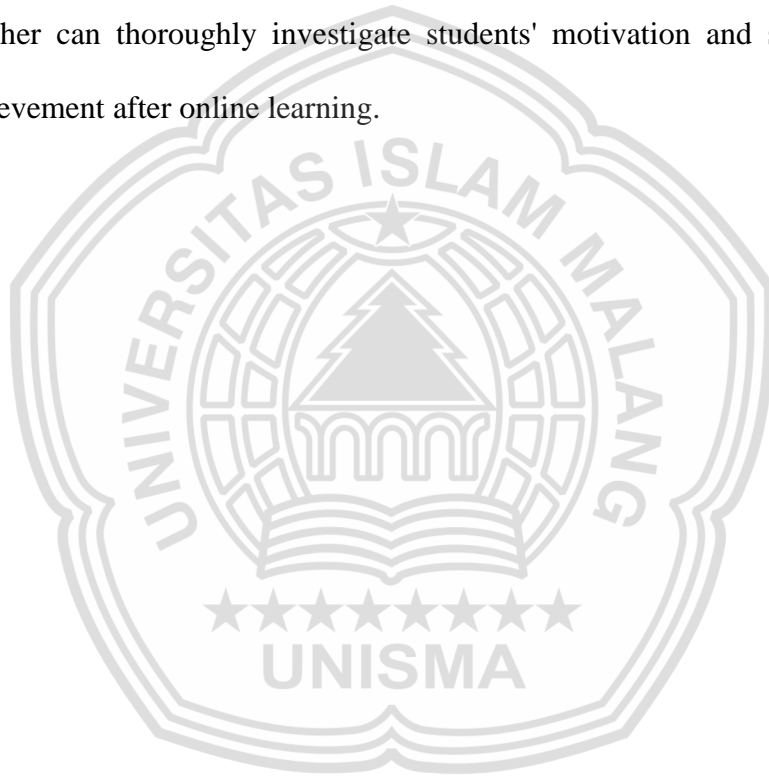
Since this study's findings show that reading can boost students' reading motivation and increase reading achievement, it is advised that they do so both



within and outside of the classroom. The study's findings will boost the participants' motivation and expertise in learning English, particularly in reading.

3. For the future researcher

This study's findings also include recommendations for future studies. Researchers can also evaluate the usefulness of this thesis to be a complete and new research for junior high or high school level in relation to reading. Then, the next researcher can thoroughly investigate students' motivation and students' reading achievement after online learning.



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