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A Comparison Study On Reading Comprehension Between Male And Female Students

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Abstract: *This study was aimed at finding out the difference on reading comprehension between male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota. The research design was proactive ex post facto research. The population and sample was the eleventh social science students. The number of sampling was selected by using stratified disproportional technique. Inferential analysis "Independent Sample T-Test" technique was used to measure the difference on reading comprehension between male and female students and descriptive analysis was used to know the dominant factors that influence reading comprehension for male and female students. Based on the research findings, it was found mean score of male students was 61.87 and were categorized into enough level, then female students was 70.13 and were categorized into good level. Moreover, the sig was 0.012 < a (0.05). Therefore, it could be concluded that Ho was rejected and Ha was accepted, it means there is a significant difference on reading comprehension between male and female students at the eleventh social science class of State Senior High School 1 Bangkinang Kota. Whereas, the factors for male students were social environment (22.8%), talent (21.2%), background knowledge (20.6%), vocabulary (19.6%), and motivation (15.8%). While the factors for female students were motivation (22.2%), social environment (20.9%), background knowledge (20.5%), talent (18.6%), and vocabulary (17.8%).*

Keywords*: Comparison; Reading Comprehension; Male and Female Students*

I.   PRELIMINARY

Reading is one of the important skills that should be mastered by foreign language learners. As a language skill, reading has received a great emphasis in teaching learning process, it is evident that many activities in the classroom have done by reading.According to Richards & Schmidt (2010), "reading is the process by which the meaning of a written text is understood"(p.483). Regarding the previous idea, Westwood (2008) said the proficiency in reading skill consisted of two main competences, they are identifying words and linguistic comprehension. Thus, comprehension is the main goal of reading.Tankersley (2003) revealed that "reading comprehension requires making meaning from words because good reader have a purpose for reading to use their experiences and background knowledge to make sense of the text"(p.90). In brief, reading comprehension is more deeply rather than decoding only

Based on module curriculum 13, the purpose of teaching English in senior high school level is to develop students' potential communicative competence of interpersonal, transactional, & functional discourse by using oral and written texts in English. One of them is factual report text that has learned by eleventh grade students.

State Senior High School 1 Bangkinang Kota consisted of mixed sex students, namely males and females. All of them got knowledge from their teacher prevalently because they were in equal condition without segregation included one class, one time, one English teacher, and same material during learning process. English was difficult for male and female students. Thus, term of gender differences can not be ignored in learning language, because it can affect students' achievement and proficiency in learning process. Gender means the mark a sociocultral distinction between men and women on the basis of the traits and behavior as characteristic of two groups of people (Salehi et al., 2014).

Many previous researchers have noted the evidence of a growing gender gap in education achievement. The growing debate that boys and girls learn differently has increased the interest in educational research since academic performance affects enrolment for college courses, career choices, and application of the acquired skills. It is supported by Gurian et al (2011) that boys and girls learn differently based on their own brain where boys tend to use the right hesmiphere and girls tend to use the left hesmiphere. Therefore, females had to be better at verbal-linguistic skills, whereas males had to be better at visual-spatials and logical mathematical skills.

In addition, many researchers have found the ability of soft skill such as reading comprehension of students are influenced by gender. The research findings showed that gender had significant effect on how language learners' in comprehending a passage of label and sign, informal letters, and newspaper (Salehi et al., 2014). Besides, Al-Shumaimeri (as cited in Jalilehvand & Samuel, 2004) found that male students seem to have performed significantly better than female students in comprehension performance of gender neutral text. But in non-neutral text the female students are more higher than males. It is clear gender play a role on how students learn a language.

Using scientific approach, students learned in group and teacher was a facilitator only. Based on theory above, female students should be better in comprehending text. But, the reality for both males and females of elevenths social science class had problems in learning English.Based on preliminery research by using informal interview on February 8th, 2017, the writer got information from English teacher. She said some of students were still poor and far from ideal expectation of curriculum in reading report text. This might be happened because most of students accepted everything in a foreign language that was going to be different from their mother tongue.

English was conducted in once a week with time allocation 45 minutes/JPL means that 90 minutes in one meeting per week. However, the students were difficult to answer the questions related to report text. It is proven by teacher's recapitulation of score that showed 20 from 32 students did not pass the passing grade 73 in reading. So far female students were more interested in learning English, approximaly 60% for females and 40% for males.

Besides, the writer did informal interview with students consisted of one male and one female from eleventh grade of social science class. Then, they almost had same problems

which was not really understand about report text because of limited vocabulary and knowledge about topic. Thus, the writer was curious about factors that influenced reading comprehension for male and female students. Problems can be seen into the following phenomena : some of male and female students were not interested in English, having limited vocabulary, difficult to determine the detail information, main idea, generic structure, language features, and communicative purpose of text.

In line with the descriptions above, the objective of the research was to know whether there is or no a significant difference on reading comprehension of report text between male and female students at the eleventh social science class of State Senior High School 1 Bangkinang Kota.

II. RESEARCH METHOD

This research was a kind of quantitative approach that used non-experimental types. Many research design were included of non-experimental types, one of them is comparative design. According to McMillan & Schumacher (2006), comparative design investigates whether there are differences between two or more groups on the phenomena being studied without direct control of conditions experienced.Based on explanation above, comparative design was suitable to find out the difference on phenomena of reading comprehension between two groups of male and female students. Besides this research used two variables, they are students' gender consisting of male and female as independent variable (X) and reading comprehension of report text as dependent variable (Y). Therefore, the writer compared their score in comprehending report text between male and female students.

This research was conducted at State Senior High School 1 Bangkinang Kota, Riau which is located on Sudirman street number 65. And this research was conducted on March 2017.The subject of this research was the students at the eleventh grade of social science at State Senior High School 1 Bangkinang Kota. Meanwhile the object of this research was a comparison study on reading comprehension of report text between male and female students.The population of this research was all the eleventh social science students at State Senior High School 1 Bangkinang Kota. There were 4 classes which consisted of 127 students, 50 males and 77 females.

The process of selecting the samples, the writer used stratified disproportional random sampling. Sofyan Siregar (2013) believed disproportional took equal size for each subgroup without concerning on exact proportion of samples. Because the number of population was very big, the writer took 47% only as a sample that consisted of 60 students. However, social science class consisted of four classes, the writer took equal randomly for male and female students by putting all the little rolled-up papers that contained all of the students' names into a box and picking them up one by one until getting 30 males and 30 females.

Furthermore, the indicators of reading comprehension were taken from syllabus of curriculum 2013 that used at State Senior high school 1 Bangkinng Kota which can be seen as follows:

1. Both male and female students can identify the detail information.
2. Both male and female students can determine the main idea.
3. Both male and female students can determine the generic structure
4. Both male and female students can identify the language features.

5. Both male and female students can identify the communicative purpose.

Meanwhile, the indicators of dominant factors that influence reading comprehension for male and female students was taken from Borought and Muhibbunsyah (2014) can be seen as follows :

1. Background knowledge : The students are familiar with the topic.
2. Vocabulary : The students can detect the meaning of words.
3. Motivation : The students have high motivation in learning process.
4. Talent : The students use their talent in learning process.

Social Environment : The students are supported by family and teacher in learning process.

III. RESULT
a. Technique of Collecting Data

In order to collect the data in this research, the writer used test for measuring the comparison on reading comprehension of report text between male and female students and questionnaire for measuring the sequence of dominant factors that influence reading comprehension for males and females at the eleventh social science students of State Senior High School 1 Bangkinang Kota.The writer made 20 items by using multiple-choice related to report text. The items were based on the indicators of reading comprehension in understanding report text. Before the test was given to the samples, it was tried out in order to obtain validity and reliability of the test. It was determined by finding out the difficulty level of each item. As the results, all items were accepted. Then, to calculate students' score of the test, the data was analyzed by using this formula (Arikunto, 2011) :

$$\text{Students' Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Questions}} \times 100$$

Besides for questionnaire, the writer made 30 items based on the indicator of dominant factors in favorable & unfavorable statements. The three most common of response choices for likert scale are agreement, frequency, and evaluation. However this research used 5 point scale of frequency where "asking for a judgment of how often each item has, should, or will occur namely Always (A), Often (O), Sometimes (SS), Seldom (S), and Never (N)" (Spector, 1992, p.19). After conducting validity and reliability, the writer used 20 items of the questionnaire. Before knowing the sequence of factors, the writer calculated the percentage in data tabulation for each indicator by using formula (Sudijono, 2008) :

$$\text{Percentage each Indicator} = \frac{\text{Total Score of Frequency}}{\text{Score Maximum}} \times 100$$

Then, to know the sequence of dominant factors for each students' gender, the percentage of each piece was converted and calculated into complete circle of 100% by using this formula and the percentage was determined by the high until the low percentage by formula :

$$Final\ Percentage = \frac{Percentage\ Each\ Indicator}{Total\ Percentage\ of\ Whole\ Indicators} \times 100$$

b. Technique Of Analyzing Data

In this research, test from the students' reading comprehension score were analyzed by using quantitative data analysis for the findings. Both descriptive and inferential statistical analysis were included. Frequency counts, percentages, mean scores and standard deviation were presented in the descriptive statistical analysis. Then, the hypothesis developed for this study were tested by using an independent sample t-test.

Moreover, the writer analyzed the result of test by using a statistic software Statistcal Product and Service Solutions (SPSS) 17.00 version and the output of that software is as the results of independent sample t-test analysis. Sudijono (2008) suggest that t-test is used to examine the truth or falsity of null hypothesis so that there is no significant difference of mean score between two groups. To determine more about reading scores of male and female students, the writer described, in following tables which was obtained from the output of SPSS 17.

Table 1: The Differences between Male and Female Students' Scores

	Students' Gender	N	Mean	Std. Deviation	Std. Error Mean
Scores of Reading Comprehension	Male	30	61.87	12.328	2.251
	Female	30	70.13	12.283	2.243

Based on the table above, the total number of students for each class consisted of 30 students. The mean scores of male and female students were 61.87 and 70.13. The standard deviation of male and female students were 12.328 and 12.283. And the standard error mean of male and female students were 2.251 and 2.243. Thus, the majority of male students are classified as Enough category. An the majority of female students are classified as Good category.

Before doing independent sample t-test analysis, the writer needed to analyze the homogeneity and normality of the test. The writer analyzed normality of data by using kolmogorov-smirnov test from SPSS 17 version. It can be concluded that the test distribution is normal. Then, to find out the homogeneity of the test, the writer used SPSS 17. In conclusion the data of test was homogenous. After knowing that the data is homogenous and normally distributed, the writer needed to use Independent Sample T-test analysis. It can be seen in the following table from SPSS 17 version:

c. The Result of Independent Sample T-Test

Tabel 2: Independent sample T-Test result

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Scores	Equal variances assumed	-2.602	58	.012	-8.267	3.177
	Equal variances not assumed	-2.602	57.999	.012	-8.267	3.177

Based on the output SPSS above, independent sample T-Test showed that the t-test result was -2.602, df was 58, the sig (2-tailed) was 0.012, mean difference was -8.267, and standard error difference was 3.177. Then, from output above showed the Sig. (2-tailed) was 0.012. It means, the value was less than 0.05 or 0.012 < 0.05. Therefore, the writer can conclude that alternative hypothesis Ha was accepted and null hypothesis Ho was rejected.

In the other words, there was a significant difference of reading comprehension of report text between male and female students at the eleventh social science class of State Senior High School 1 Bangkinang Kota. Besides, by looking mean score of each gender, it proved that female students was better than male students in comprehending report text.Besides, the result of reading comprehension test whether it was high or low for both male and female students is strongly influenced by many factors included background knowledge, vocabulary, motivation, talent and social environment.

The total sample for each subgroup was same as 30 students, thus 30 x 5 = 150. Because each indicator consisted of 4 items, therefore the score maximum was 150 x 4 = 600. After that, to see the sequence of dominant factors, the percentage each indicator of males and females was different, the writer calculated the total percentages in different results, where :

Male Students : 64 + 61 + 49 + 66 + 71 = 311
Female Students : 61 + 53 + 66 + 55 + 62 = 297

After calculated whole data, the comparison of sequence factors for male and female students was different, it can be seen in the following table :

Table 3. The Sequence of Dominant Factors for Male and Female Students

Male Students			
No	Indicator	Total	Percentage
1	Social Environment	423	22.8%
2	Talent	394	21.2%
3	Background Knowledge	385	20.6%
4	Vocabulary	366	19.6%
5	Motivation	291	15.8%
VERSUS			
Female Students			
No	Indicator	Total	Percentage
1	Motivation	397	22.2%
2	Social Environment	371	20.9%
3	Background Knowledge	363	20.5%
4	Talent	329	18.6%
5	Vocabulary	318	17.8%

From research findings of questionnaire, the writer made an inference about positive indicators which were formed as questionnaire.If the most highest percentage of factor was obtained, of course the most positive value of students had. In other words, term of social environment had given the most positive value to male students in comprehending report text, whereas term of motivation had given the most positive value to female students in comprehending report text.

d. Discussion

Based on research findings, the calculation percentage of male students had lower score and they were categorized into "Enough" level. Meanwhile, female students had higher score and they were categorized into "Good" level. However, the mean scores showed that female students were better than male students. There was a significant different on reading comprehension between male and female students at the eleventh social science class of State Senior High School 1 Bangkinang Kota. In brief, term of gender differences can not be ignored in learning language because it can affect students' achievement. Besides, they were in equal condition included one class, one time, one English teacher, and same material. However the sequence result of dominant factors that influence reading comprehension of report text for each gender was different. The sequence factors of male students were social environment, talent, background knowledge, vocabulary, and motivation. Meanwhile, the sequence factors of female students were motivation, social environment, background knowledge, talent, and vocabulary.

IV. CONCLUSION

Based on the findings above, the writer proposed that the English teacher is suggested to reduce sex biased in the classroom and analyze the seating chart then determine whether there are sex segregations. In addition, the teachers should give more motivation to male students and give chances to increase vocabulary knowledge to female students in comprehending report text. In brief, students' gender has important role in learning achievement especially in reading comprehension of report text.

For the students, they are suggested to read scientific passages included report text as habitual activity in order to improve their cognitive skill. Therefore, male students should increase their intrinsic motivation in learning English related to report text. While, female students should increase their vocabulary knowledge related to report text. At last, these findings are also expected to be a reference for further researches that concern on reading comprehension of report text and students' gender.

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