Indonesian Journal of Learning Studies ISSN : 2775-5231

The Comparison Betweeen Male and Female Students' Reading Comprehension Achievement At IAIN Bukittinggi

[1]Dezy Saifatul Putri

Dezysaifatul3@gmail.com

[2]Melyan Melani

[1,2,]Institut Agama Islam Negeri Bukittinggi, Indonesia

Submitted : 10 April 2021 Revised : 15 December 2021 Accepted : 19 December 2021

Abstract :

The aims of this study were to compare between male and female students' reading comprehension according to five levels taxonomy. The researcher found that there were several problems. The first problem was since reading comprehension consist of several levels, such as literal, reorganization, inferential, evaluation, and appreciation, the researcher is curious to identifying whether male and female have better reading comprehension at all level or not, because male and female who are great in reading or not just reading score without being accompanied at what level they are good or low at reading. Next, some students lack of vocabulary in reading. Last, some female students' got difficulty in concluding the text. It makes students' over think to comprehend the passage to avoid mistakes incomprehension. This study used descriptive quantitative method. The researcher choose students' fourth semester in English education as a population. In this study used total sampling because the population was less than 100. The instrument used in this study was a test. Based on this study, it can be conclude that there was no difference between male and female at five levels taxonomy. However, the researcher found that the females were better at reading than the males. It can be seen where the mean female is 66,16 while male is 53,5. It means that, 66,16 > 53,5. It appears that females were better than males at reading comprehension as the theory says.

Keywords: *Reading Comprehension, Gender, Reading Achievement*

Published by:

Perkumpulan Dosen Muslim Indonesia - Sulawesi Selatan

Copyright © 2022 The Author(s)
This article is licensed under CC BY 4.0 License

The Comparison Betweeen Male and Female Students' Reading Comprehension Achievement At IAIN Bukittinggi

Introduction

One of the skills in learning English is reading. Reading is a language skill that is considered part of verbal ability. Nunan says that reading is a fluent process of readers combining information from the text and their background knowledge to build meaning. It means that reading is a process that can build understanding from the text. Thus, from reading we can get an idea or knowledge from the text that we have read. The goal of reading is comprehension. Duffy says that Comprehension is the essence of reading because the goal of written language is the communication of messages. If we do not understand the message, we are not reading

Many factors affect reading comprehension ability, one of them is gender. Gender is a gap which separates the characteristics and abilities between males and females. According to Samovar, gender refers to how a particular culture differentiates masculine and feminine social roles. Next, according to Anantasa, gender is the social construction, how the society treat and built the characteristic of person. In case of different treatment from the society towards boys and girls in reading comprehension achievement result different effect of reading comprehension achievement.

Besides gender, other factors affect reading comprehension. Keshavarz says that two important factors affect the process of reading and consequently the process of comprehension is the reader variable and the text variable. The first factor is the reader. The reader is the one who is learning to do the act of reading. The second factor is the text. Some factors affect reading comprehension in the text: The first is the familiar text, the reader comprehends more of the familiar text.

Despite gender, reader, and the text are factors that affect reading comprehension, reading comprehension itself has several levels. Barrett has a Taxonomy of reading comprehensions which divides it into several levels. Barrett in Aqeel explains that reading comprehension consists of five categories of reading skills: The first category is literal comprehension which is the reader reading to find the information explicitly contained in the text which is students' recognition to recall details, main ideas, sequence, cause and effect relation, etc. The second category is reorganization comprehension which is reading to analyze summaries or classifying the text. The third category is inferential comprehension which is reading to find the information implicitly contained in the text, such as what the significance of the theme is. The fourth category is critical reading comprehension which is reading to compare the information with their knowledge and give the judgment about the text about, such as while the reader read a newspaper. The fifth category is an appreciation which is read to gain an emotional or another kind of value from the text, such as while the reader reads a newspaper about criminals.

When we discuss the relationship between gender and reading, some studies revealed that females are better than male in languages such as L1, L2 and foreign languages. First, Arellano says that female students get better outcomes in reading comprehension in English than their male partner. Both global and specific scores show that girls' achievement is higher in reading comprehension in English as a foreign language Next, Keshavarz says that the results shown females are superior in reading comprehension compared to male subjects in English as a foreign language. Next, Anastasa and Fauzan say that the result has shown that girls are better in reading comprehension ability than boys as English is a foreign language. Fourth, Salehi says that female students are more successful in reading than males.

There were three dentfcaton of this study. First, the researcher found things that are different from what the theory says which state that a female is better than male in reading. Hence, the researcher found that some male students were great at reading and some of them got low scores at reading. Thus, female students were great at reading and some of them got low scores at reading too. Since reading comprehension consist of several levels, such as literal, reorganization, inferential, evaluation, and appreciation. The researcher was curious to identify what level of male and female had better reading comprehension. It is just reading score without being accompanied at what level they were good or low at reading. Next, some students were lack of vocabulary in reading. Last, some female students' got difficulty in comprehend the text

Method

In conducting the research, the researcher used descriptive quantitative research. The populations of this research were students' fourth semesters of IAIN Bukittinggi 2020/2021. Fourth-semester classes have three classes A,B,C consisting of 92 students' that consist of 10 male and 82 female. To determine a sample in this research, the techniques used total sampling. Based on the data that the researcher had found, the population of the students were less than 100 students. So that, the researcher used the total sampling.

In this research, the researcher used a test as the instrument to find out the differences between male and female in five levels of reading comprehension. In this research, the researcher used multiple-choice questions that used by the researcher. It consisted of 20 questions that were provided into five possible answers such as A, B, C, D, E for each question. The researcher collected the data by using Google Form. The researcher distributed the test into the group of class in fourth semester of IAIN Bukitinggi. After that, the researcher got the data that has been inputed by the student through the Google form. In this research, the researcher used statistical analysis and service solution (SPSS) 26 versions and the output of this software is as the result of independent sample t-test analysis.

Results

The analysis carried out by means of each level of reading comprehension

a. Literal level

Table 1. Group Statistics

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
LITERAL	MALES	10	2,5000	1,08012	,34157
	FEMALES	82	3,1220	,92149	,10176

Based on the data above, there were 10 male students and 82 female students. It can be seen that the female's mean was higher than male. If we look at the standard deviation column, the female scores were lower than males. It means that there was more variation in females than males. Furthermore, it means that there was a difference between the two genders in the means score and the standard deviation of the score. Do these differences have statistical significance? The answer can be seen in the sample test below.

Table 2. Independent samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
LITERAL	Equal variances assumed	,991	,322	-1,978	90	,051	-,62195	,31438	-1,24651	,00261
	Equal variances not assumed			-1,745	10,659	,110	-,62195	,35640	-1,40946	,16555

Based on the table above, the value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female.

b. Reorganization level

Table 3. Table of group statistics

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
REORGANIZATION	MALES	10	2,0000	1,33333	,42164
	FEMALES	82	2,5244	1,12465	,12420

Based on the table above, at this level the female achievement was higher than male as seen from the column mean and standard deviation above. Although the mean female value was higher but in the column standard deviation the male value is higher than female. This means that there was difference in achievement between two genders if viewed based on the mean column and standard deviation column. Do these differences have statistical significance? The answer can be seen in the sample test below.

Table 4. Independent samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
REORGANIZATION	Equal variances assumed	,088	,767	-1,365	90	,176	-,52439	,38427	-1,28781	,23903
	Equal variances not assumed			-1,193	10,621	,259	-,52439	,43955	-1,49606	,44728

The value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female.

c. Inferential level

Table 5. Group Statistic Inferential Level

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
INFERENTIAL	MALES	10	2,6000	1,42984	,45216
	FEMALES	82	3,1951	1,03565	,11437

Based on the table above, at this level the female achievement was higher than male as seen from the column mean and standard deviation above. Although the mean female value was higher but in the column standard deviation the male value ws higher than female. This means that there was a difference in achievement between two genders if viewed based on the mean column and standard deviation column. Do these differences have statistical significance? The answer can be seen in the sample test below.

Table 6 Independent Statistic Test Inferential Level

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
INFERENTIAL	Equal variances assumed	2,614	,109	-1,643	90	,104	-,59512	,36227	-1,31484	,12459
	Equal variances not assumed			-1,276	10,184	,230	-,59512	,46640	-1,63178	,44153

The value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female.

d. Evaluation level

Table 7. Group Statistics Evaluation Level

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
EVALUATION	MALES	10	1,7000	,94868	,30000
	FEMALES	82	1,9634	1,18055	,13037

Based on the table above, we can see that in the column the mean, female was still superior to that of the male. It was difference from the three levels above where at the standard deviation of this level female was higher than male. It means that there was no difference between two genders based on the mean column and standard deviation column. Do these differences have statistical significance? The answer can be seen in the sample test below.

Table 8. Independent Samples Test Evaluation Level

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EVALUATION	Equal variances assumed	,242	,624	-,678	90	,499	-,26341	,38837	-1,03497	,50814
	Equal variances not assumed			-,805	12,670	,436	-,26341	,32710	-,97195	,44512

The value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female.

e. Appreciation level

Table 9. Group Statistics Appreciation Level

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
APPRECIATION	MALES	10	1,9000	,73786	,23333
	FEMALES	82	2,4634	1,15678	,12775

Based on the table above, it was the same as the evaluation level that at this level the column mean and standard deviation of the female was higher than male. This also approved that there was no difference between male and female at this level. Do these differences have statistical significance? The answer can be seen in the sample test below

Table 10. Iindependent Sample Test Appreciation level

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
APPRECIATION	Equal variances assumed	4,957	,028	-1,499	90	,137	-,56341	,37580	-1,31002	,18319
	Equal variances not assumed			-2,118	15,054	,051	-,56341	,26601	-1,13023	,00340

The value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female.

f. Total score

Table 11. Total group statistics

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
TOTAL	MALES	10	53,5000	21,08844	6,66875
	FEMALES	82	66,1585	18,26247	2,01675

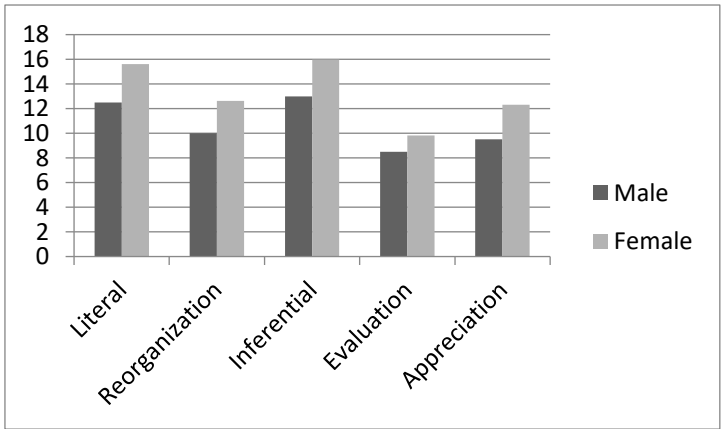
Based on the table above, at this level the female achievement was higher than male as seen from the column mean and standard deviation above. Although the mean female value was higher but in the column standard deviation the male value is higher than female. This means that there was a difference in achievement between two genders if viewed based on the mean column and standard deviation column. Do these differences have statistical significance? The answer can be seen in the sample test below.

Table 12 Total Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TOTAL	Equal variances assumed	,337	,563	-2,036	90	,045	-12,65854	6,21826	-25,01219	-,30488
	Equal variances not assumed			-1,817	10,712	,097	-12,65854	6,96703	-28,04340	2,72633

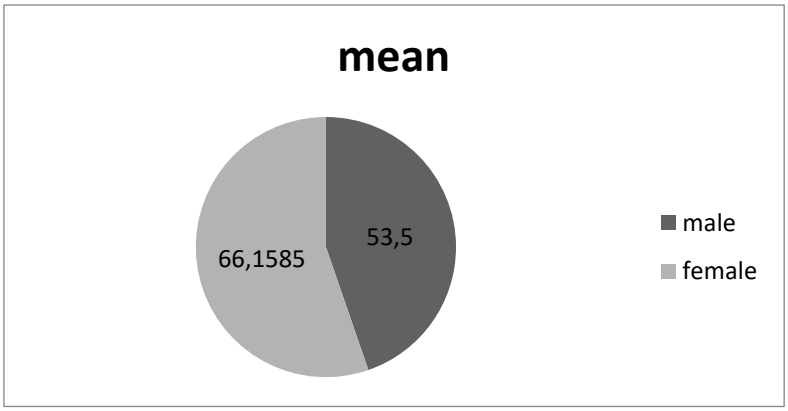
The value in the first sig.(2-tailed) was bigger than alpha, it means that there was no statistically significant difference between male and female. For more details we can see in the diagram below.

Diagram 1 Comparison Between male and Female in Five Levels



Based on diagram above, it can be concluded that female was better than male in reading comprehension at all level of reading comprehension.

Diagram 2. Total Score of Male and Female



Based on the diagram above, it was found that the score of the male students was 53,5 and the female students was 66,16. Since 66,16> 53,5 this means that female students were better than male student at reading comprehension.

Discussion

This research completed two research questions. The two research questions were: First, is there difference between male and female in five levels of reading comprehension? Second, What are the differences between male and female in five levels of reading comprehension. Then, the researcher found that there was no difference between male and female in the five levels of reading comprehension. It means that, based on the hypothesis above Ho was accept and Ha was decline. However, the researcher found that the females were better at reading than the males. It can be seen on the diagram above where the mean female is 66,1585 while male is 53,5. It means that, 66,1585 > 53,5. It appears that females were better than male at reading comprehension as the theory says. First, Payne and Lynn result has shown that female significantly better than male in English as a second language. Next, Arellano says that female students get better outcomes in reading comprehension in English than their male partner. Both global and specific scores show that girls' achievement is higher in reading comprehension in English as a foreign language.

Gender differences has influence reading comprehension even though this effect was not big enough to be statistically significant. There were several factors that cause of insignificant different between males and females students. This happened because of several factors, such as background knowledge, attitude and motivation. Firstly, background knowledge, in this study the researcher chose English students as a research sample where their background knowledge was already English education and they also learn English itself. Secondly, motivation is considered with the arousal of the interest in learning. So that, in this case because they have same interest in reading comprehension even though females were better in reading than males. Lastly, attitude is the willingness of the reader toward reading activity although females are better in reading comprehension; they still have their own willingness as English education.

Conclusion

There was no difference between male and female in the five levels of reading comprehension. There were several factors that cause insignificant different between males and females students. This happened because of several factors, such as background knowledge, attitude, and motivation. Based on the finding of the researcher above, there are some suggestions given base on this research.

1. For the reader, this research will be useful to improve readers' knowledge about reading comprehension.
2. For the next researcher, it is expecting that to include another form of reading comprehension measurements such as close test and essay test.

References

Anantasa, Jefi Fauzan. 2016. Gender Differences in Reading Comprehension Achievement. ELT-Echo, Volume 1, Number 1, December 2016. P, 13.

Aqeel, Maram Yousef. Farrah, Mohammed A.A. 2019. Eight grade textbook reading comprehension Questions and Barrett's Taxonomy at Hebron District, Palestine. Vol. 14, No. 1, pp. 229-260

Arellano, Maria Dolores Corpas. 2013. Gender Differences in Reading Comprehension Achievement in English as foreign Language in Compulsory Secondary Language. Tejuelo, nº 17 page. 67-84.

Ay, Sila. Bartan, Sen, Ozgur. 2012. The effect of topic interest and gender on reading test types in a second language. Vol 12, No 1

Brantmeier, Cindy. 2003. Does gender make difference? Passage content and comprehension in secong language reading. Volume 15, No 1.

Duffy, Gerald, G. 2009. Explaining Reading : A Resource for Teaching Concepts, Skills, and Strategies. Second Edition. US : Library of Congress Cataloging-in-Publication Data

Gocer, Ali. Assoc. Prof. Dr. The assessment of Turkish written examination questions based on the text in accordance with the barrett's taxonomy.

Islamiah, Neneng. et, al. 2017. EFL reading comprehension and reading strategies of different gender. ISSN 2461-0275. 4(2) 190-203

Jalilehvand, Maryam. Samuel, Moses. Content familiarity and Gender-Neutral Text in Foreign Language Reading Comprehension. Vol 2, Issue 3

Klingner, Janette K. et al. 2007. Teaching reading comprehension to students with learning difficulties. A Division of Guilford Publication, Inc. New York.

Nunan, David. 2003. Practical english language teaching. New York : The McGraw-Hill Education

Oda, Prof Ala H. Kadhim, Mohsen R. Abdul. 2017. The relationship between gender and reading comprehension at college level. Journal of Basrah Research The Humanities Sciences. Vol. :42-No.6- Yr.2017. p. 430

Pages 434-436

Patel, Dr. M.F. 2008. English language teaching (methods,tools & techniques). Jaipur : Sunrise Publishers & Distributors. P.41

Payne,W, Tabitha. Lynn, Richard. 2011. Sex Differences in second language comprehension. Vol 50. Issue 3.

Peart, Silvia M. 2017. L2 reading: strategies and gender preferences in the foreign language classroom. SEDLL. Lenguaje textos,45, 17-27

Rachmajanti, Sri. 2017. The relationship between self-efficacy, reading attitude and efl reading comprehension based on gender difference. Journal of English, literature, and Teaching. 01,01.

Saidi, Ambu, Azhaar. Al-Mahrooqi, Rahma. 2012. The influence of Gender on Omani College Student's English Language Learning Strategies, Comprehension and Motivation. ISSN 2200-3452. Vol 1, No 4. 2461-0275. 4(2) 190-203

Salehi, Mohammad. Dkk. 2014. The effect of gender and genre on language learner's reading comprehension ability. ISSN: 2327-2600. p. 268

Samovar, Larry A. Et al. 2007. Communication Between Cultures, Sixt Edition. Canada : Thomson Wadsworth Keshavarz, Mohammad Hossein. 2018. The relationship between Iranian EFL Learners' Gender and Reading Comprehension of three different types of text. IJAL, Vol. 11, No. 1, March 2018

Tanczikne, S. V. 2017. Factors affecting reading comprehension. Gradus vol 4, no 2. P. 43