

Chapter Two

Literature Review

This chapter discusses literature review on female and male students' reading attitude differences at ELED of PUY. In this chapter, the researcher will explain more detail about reading activity, reading attitude, gender differences in reading attitude, and related study. In addition, the researcher includes the conceptual framework and puts hypothetically in this chapter.

Reading

Definition and important of reading. Reading is one of the four skills besides listening, speaking, and writing. According to Samsiyah (2013) reading is one of the dominant aspects because reading can support other skills. As known, reading is a window of the world, from the reading we can increase the knowledge, open the insight, and through a lot of reading can obtain a lot of information. It is also supported by Grabe and Stoller (2013) who stated that reading is a way to get information from the text. In additionally according to Akanda, Hoq and Hasan in Akarsu and Dariyemez (2014), the purpose of the reading is to obtain information and insight for the preparation in modern era which is confronted by competition. From the statement above, the researcher concluded that reading can help the people to get a lot of information, gain the insight and increase the knowledge.

Reading activity is possible to do in anywhere and anytime. In other that, reading is one of activity that has many advantages. Bandu and Marzuki (2014)

stated that the process of reading is an interaction between writers' thought with the readers via text. Communication here is how the writer delivers the message and significance of the text to the reader. Reading has many advantages also from the reading is a component of communication in a text, the reader can get new information from the writers during reading activity. From the reading, as a reader every person is expected to get new information and proper response, search a source, conclude, encompass, and infiltrate the information from the texts, competent to steeped, and take a benefit from reading activity. To sum up, reading plays important role in our lives.

Therefore, reading is also an important part in language learning. Reading is familiar things in learning language, because reading activity can increase our vocabulary and improve our skill in writing. This perspective is supported by Alderson in Bas (2012) who stated that, in the age of the global and information technologies, reading is important as an essential skill for learners of any language. For the reader as a learner in any language, reading can drill their language skill. Beside increasing the ability to comprehending the content of the text, reading also important to increase students ability to create a good structure of the word or phrase. Krashen in Muniandy and Annamalay (2013), stated that from reading, readers develop their writing ability better, high vocabulary, and good language structure.

Kirsch and Guthrie as cited in Muniandy and Annamalay (2013) found that reading give significant contribution toward success in job, develop career, and the ability to accept the evolution. As we know, reading has many advantages

such as to increase our knowledge, but reading also bring advantages to build our personal paradigm and creativity. In daily work, good paradigm and creativity very needed to solve every problem and for evolution. According to Anderson in McKenna, Conradi, Lawrence, Jang & Meyer (2012), reading is being approved as a key for success, just not in school but reading is very useful throughout the adult life of an individual. From the statement above the researcher concluded that reading gives many advantages throught life. Reading activity also can be a provision for encounter the problem in work daily, because there are many different kinds of the problem according to each jobs.

Reading has an important social role in our daily lives for all the time. In addition, reading become a media to get information and communication. From the reading, the readers can get information, news, and important thing from the text, beside that reading also becomes a media to deliver the messages from the writers to the readers. It is supported by Arisma (2012) who argued that reading is one of communication tools which is required in a civilized society. Furthermore, she said that reading material produced in each age period in history are largely influenced by social background where developing, and all the history is recorded. Therefore, from the reading activity we know about the nations' history in past events or incident, or the another story about the problem of the life around the world in past event or present. To conclude the statements above, reading is one of language skill which has many complex and complicated advantages with the purpose to get a full meaning knowledge.

Reading attitude. According to Fishbein and Ajzen in Munniandy and Annamalay (2013), reading attitude is learner tendency to response in consistency

favorable or unfavorable with the particular object. From the statement above, object can be defined in general, such as places, groups and people. Meanwhile, attitude according to Allport in Bas (2012) is defined as an-emotional or mental readiness or tendency based on experience, knowledge, emotion or motivation on any subject, social topic or event. According to their statement, researcher defined that attitude as acquired predispositions to respond in a consistently favorable or unfavorable manner with respect to aspects of object.

Attitude toward reading can be defined as an individual response about their reading activity. According to Alexander & Filler in McGeown, Johnston, Walker, Howatson, Stockbum and Dufton (2015) reading attitude is an individual feeling's about reading, and it causes the learners to adopt or avoid a reading situation. Attitude and interest toward reading can be related to feeling and their willingness to read. McKenna and Kear in Mohd-Asraf and Abdullah (2016) stated that reading attitude is like a system of feeling which causes the learner avoids or approach reading situation. Hence attitude toward reading can be defined as a response or feeling of human toward reading activity, and every individual has a different response toward reading activity.

Reading attitude is important factor that can influence to students reading performa. According to Walberg and Tsai in Muniandy and Annamalai (2013), the key of success in reading comprehension is related toward to reading attitude. In addition according to

Female and Male Students' Reading Attitude Differences

One of the differences between female and male students' is the attitude toward reading. Gender differences in reading attitude have been observed in

several studies. According to Baker and Wigfield in Mohd-Asraf and Abdullah (2016), students' reading attitude toward reading depends to gender. Based on those cases female and male students have a different attitude toward reading. In this case, there are some factors that make the different of reading attitude between female and male students, such as reading attitude by interest, reading attitude by preferences, and reading attitude by frequency.

Reading attitude by interest. Another factor in reading attitude differences between female and male students' is a gender stereotype. According to Milard in McGeown, et al (2012), reading is recognized within home environment as an activity more closely with females than males from an early age. Many male students regard that reading is un-masculin and un-attractive, but they use reading for many purposes. to Boltz (2007), male students also tend to see themselves as poor readers. Reading is an activity that involved a patience and perseverance, and males students assume that female students' more patience and perseverance in reading. The researcher concluded that reading attitude differences between male and female students is caused by stereotyping. Female students more better at reading performa than male students, because male students regard that reading is an activity that associated with feminine and un-masculin for him.

Reading attitude by preferences. Gender differences in interest have also been a factor toward reading attitude in several studies. According to Hall and Coles in Logan and Johnston (2009) males and females tend to different in their reading preferences and choices. Reading preference there, it means a students' reading choose about the kind of a books or texts, such as fiction or non-fiction

book. This perspective is supported by McGeown, Goodwin, Henderson, and Wright (2012) who stated that males are less likely to read a fiction than females, and female students are more interested in non-fiction and non-print media. It can be concluded that male students more prefer to read a magazine, news papper, sports and humour books, and female student tend to enjoye novel and adventure books. In addition, male students like to read different genres. According to Merisuo-Storm (2006), male students like to read texts that have a purpose, getting information, making things, and helping others. In other words, male students more prefer non-fiction things to read more and female students more prefer to read fiction books. From the statement above the researcher concluded that male and female students have been show that they are different in reading choices attitude toward reading.

Reading attitude by frequency. Reading attitude has been found to be asociated with the more frequent of reading (Sainsbury & Schagen, 2004). Reading frequency is an important thing, and those who read more frequently are like to develop better word recognition, have a wider vocabullary, verbal fluency, general knowledge and better reading comprehension. Some studies found that female students had more better in reading comprehension and reading attitude than male students. Those differences might be caused by frequency of reading. Acording to McGeown & Johnston (2009), female students had a more positive reading attitude and better reading comprehension because they had more frequency of reading. Female students are like to enjoy and spend her time to read than male students. Clark and Burke (2012) stated that female students enjoyed reading more than males, do it often, and seek out more reading opportunities in

library than male students, who tend to read less and think less positively about reading. Male students assumed that reading has nothing to do with their interest except reading might involve media, video games, television, internet sites, sport magazines, which are their own interest (Merisuo-Storm, 2006). According to the statement above, found that female students had read more frequent than male students who tend read by purposes and based on their interest. The researcher conclude that reading frequency have impact to reading attitude between female and male student.

In conclusion, reading attitude differences between female and male students have been showed cause some of factors. First, reading attitude differences according to their interest. Female and male students have a differences in reading choice, like type books or genre (McGeown, 2012). Second, reading attitude differences according to the stereotyping. Reading activity is considered as a feminine activity that mor close with female, male students assume that reading is un-masculine and un-attractive activity (McGeown & et al, 2012). Third factor in reading attitude differences between female and male students is reading frequency. Reading frequency has an impact to reading attitude in every person. Female and male students have showed that they are different in frequency of reading (McGeown&Johnston, 2009). Reading frequency of female students more higher than male students, but male students tend to read involve by puporse and their interest. In conclusion, there are three factor that makes the differences between female and male students at reading attitude, such as based on their reading interest, gender stereotyping, and reading frequency.

Related Studies

There have been quite a few studies about the correlation between students' gender differences and reading attitude. First, there is study from Logan and Johnson (2009) with the title "Gender Differences in Reading Ability and Attitudes: Examining Where Differences Lie". This study took 232 students, 117 males and 115 females as participants. This study used a group reading test and use a questionnaire to obtain self-report measure of frequency of reading, frequency of borrowing from the library, attitude to reading, attitude to school, competency beliefs and perceived academic support. The result in this study found that female students had a better reading ability, read more frequently and had more positive attitude to reading and school compared with the males. Male attitudes in one area that they like more closely tied with their feelings or their attitude in other things. Interestingly, male attitudes to school were significant more tied relate with their perceived academic support from teachers and peers.

Second study is a study from Artola, Sastre, Gratacós and Barraca (2013) with the title "Differences in Boys and Girls attitude toward Reading". The participants of the study are 1135 students, 565 males and 570 females were studying 15 different school of Madrid. This study also uses a questionnaire to find out the gender differences attitude toward reading as an instrument. The result of this study shows that there is no significant difference between female and male in their general attitude toward reading. Both of female and male students found that there is no significant difference toward reading attitude in global score of the questionnaire when the variable gender and the variable pedagogical model were combined.

The third study is conducted by Mohd-Asraf and Abdullah (2016) with the title “Elementary Scholar’s Attitudes toward Reading in English: How Boys Feel Relative to Girls”. This study is adapted from McKenna and Kear (1990) Elementary Reading Attitude Survey. In this study, the researchers focused on examining reading attitudes between male and female students toward reading in English as a Second Language in Malaysian primary school. The participant of this study are 1,343 males student and 1,323 females, total participants 2,666. This article use random cluster sampling technique. The results in this research found that descriptive statistics show that girls scored higher on recreational reading attitude than boys for reading attitudes in English. The distribution in scores on the recreational reading attitude measure in English for female students is higher than the male students. The distribution of scores on the academic reading attitude measure for female students is also higher than the male students. The researchers conclude that both the recreational and academic reading attitudes of female students are more positive than that of male students, pattern consistently has been noted in recent studies.

From the related studies above, it can be found that there are significant differences between female and male toward reading attitude except for one study. Female students’ have been showed that they have higher possitive reading attitude than male students (Johnson & Logan, 2009). However, there are one study found that no significance differences between gender differences in their reading attitude, it found that both of female and male students are no significance differences in their general attitude toward reading (Artol, Sastre, Gratacós & Barraca, 2013). In this reasearch,the researcher want to know how actually female

and male students' reading attitude at ELED of PUY batch 2016. In this research, the researcher more focus on the differences between female and male students' toward their reading attitude and the factor that make the different in reading attitude. In addition, the researcher took a colleague students as participant in this research that make different from the related study before.

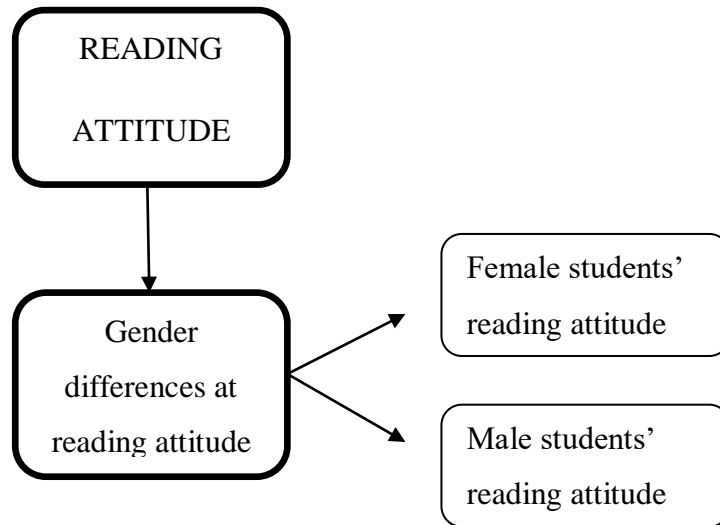
Conceptual Framework

Reading is one of skills in language learning besides listening, speaking and writing. Reading is one of dominant aspects because it can support to other skills. In our daily life, reading is leading an important factor. From the reading, we can get new information, open the insight and increase the knowledge. Reading also one parts of the communication. Communication here is how the writer delivers the message or contents of the text to the readers. Reading is one of communications aspect that made by reader and writer through the texts, and the reader need the information from the text. From the statement above, reading is important aspects, because reading has many advantages especially in every individual. In other hand, every individual have a different attitude toward reading.

Reading attitude is important factor to influence student's independent reading, the variety of reading topics chosen and their enjoyment of reading. Attitude toward reading is different in every individual. Some study found that the positive reading attitude is related to student's achievement. Gender differences also become a several factor in reading attitude. Some of studies showed that female students' more better in reading attitude than male students'. There are some factors that make different attitude toward reading activity between female

and male students, such as interested and the genres of the book chosen, gender stereotype and frequent of reading. Moreover, in the previous study, there are two studies which the result found that there is a correlation between students' gender differences and reading attitude. Although, there is one of the study with the result shows there is no significance correlation between those two variables. It makes the researcher more curious that how actually student's gender differences associated to their reading attitude. This reason that makes the researcher wants to find out the correlation between students' gender differences and reading attitude at ELED of PUY.

Figure 1 Conceptual Framework



Hypotheses

The hypotheses of this research is the following:

Alternate hypothesis (H₁): There is a significant difference between female and male students' reading attitude at ELED of PUY batch 2016.