

Female and Male Students' Reading Attitude Differences at English Language Education
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Abstract

Background: Attitude toward reading in every person is different, especially for the students who are close with reading activity. There are three factors that can influence female and male students' reading attitude. The factors are reading attitude by interest, reading attitude by preference, and reading attitude by frequency.

Purposes: This study aims to investigate the female students' reading attitude, male students' reading attitude, and also female and male students' reading attitude differences in English Language Education Department of one of the universities in Yogyakarta.

Methods: This is a quantitative study which involved 57 populations of female students and took the sample 49 female students and 34 populations of male students and took the sample 31 male students of English Language Education Department batch 2016 in one of the universities in Yogyakarta province. Questionnaire was used to get the data of female and male students' reading attitude. The questionnaire was adapted from Artola, Sastre, Gratacós and Barraca (2013).

Results: Both of female and male students' reading attitudes were fair. The next finding was about the differences between female and male students' reading attitude. The mean the score of female students are 3,10 and the score of male students are 2,82. The criteria for the significant different is if the value of Sig.(2-tailed) is < 0.05 , then the value of Sig.(2-tailed) in this research is 0.005 which automatically shows that there are significant differences between female and male students' reading attitude at English Language Education Department in Yogyakarta batch 2016.

Conclusion: Thus, the alternate hypothesis is accepted because there is a significant difference between female and male students' reading attitude at English Language Education Department batch 2016.

Keywords: *Reading Attitude, Female and Male Reading Attitude, Reading Interest, Reading Preference, Reading Frequency*

Approval Sheet

Female and Male Students' Reading Attitude Differences at English

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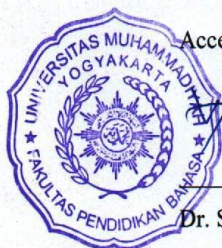
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Research Background

Reading ability is a basic foundation in academic that every person must master for their survival. Reading is an important learning activity undertaken by children in the first year of school and the development of their literacy skill is a fundamental for their school (Chapman & Tunmer, 1995). Based on the researchers' experience, there are many advantages during reading activity. The advantages of the reading are, get new information, open the insight and knowledge, and increase the memory quality. Day and Bamford as cited in Zain (2011), stated that reading is considered to bring many advantages on learning especially in reading achievement. For the student, reading achievement is considered as the most important one because it can influence other language skill (listening, speaking, and writing). The importance of reading has led many researchers to conduct research, with the topic nature of reading attitude of individuals (Machet, 2004).

Reading attitude is one of important things during reading activity. Reading attitude is defined as a learned disposition on how to behave, positive or negative, and reading attitude refers to person's attitude toward reading as an activity (Ajzen & Fishbein, 2007). Positive reading attitude is possible to encourage higher reading performances. Walberg and Tsai as cited in Karim and Haan (2006) reasoned that a positive attitude toward reading is one of the strongest correlates of reading achievement. According to researcher personal experience, some of the students involved in researcher's view, they have a different attitude in reading in interest of the kind of the book that they choose to read.

There are many factors affecting student reading attitude. McKenna and Kear in McGeown, Goodwin, Henderson and Wriflight (2012), stated that students attitude toward of reading has a main factor in affecting reading perform. According to McKenna, Kear and Ellsworth in Mohd-Ashraf and Abdullah (2016), reading attitude develops over time as a result of three factors, such as normative beliefs (how one's friends view about reading),

beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating or boring) and beliefs about outcomes of competing activities, and specific reading experiences. Furthermore, Walberg and Tsai in Karim (2006) also stated that there are some factors contributing to a positive attitude among adolescents such as; believing that reading is important, enjoying reading, having a high self-concept as a reader; and having a home environment where verbal interaction takes place regularly.

The gender differences toward reading attitude have been observed in several studies. Female and male students are difference in their reading choices, frequency of reading and attitudes toward reading (Coles & Hall, 2002). Some studies have found, female students enjoy reading more significantly than male students (Merisuo-Storm, 2006). Sadowski (2010) stated that males read-less than female, which directly correlated to their reading achievement. The male students also tend to see themselves as poor readers (Boltz, 2007). From the statement above, some studies stated that between male and female students have a different attitude toward reading and some studies found that most of female students had biggest positive attitude toward reading than male students.

There are some factors of reading attitude differences between male and female students. As a female student, the researcher has an observation that attitude differences between male and female students toward reading depends on their reading interest. Female students more prefer to read the magazines, fashion's book, and novel but male students more preffer to read sport magazine, and news paper. Gender differences in reading prefferent also have been observed in several studies. According to Boltz (2007) males tend to engage in reading through different type than females and males tend to read brief informative texts. Male students also more prefer to read non-fiction book, comics, graphics novel, fantasy, sports, humor and horror (Merrisuo-Storm, 2006; Boltz, 2007) while adventure books are females' favorite (Merisuo-Storm, 2006).

This condition also happens at English Language Education Department of a Private university in Yogyakarta (ELED of PUY). In this university, students have a different attitude toward reading. Some students' at ELED of PUY have a positive attitude toward reading, but some of them also have negative attitude toward reading. Female students in this university have a positive tend to enjoy the entertaining book or text. In other hand male students' at ELED of PUY more prefer to read informative book or text. Therefore, factors of the differences toward reading are not only caused by the gender differences, reading preferences also one of factors in reading attitude differences. Students' reading attitude at ELED of PUY is not identified yet, if there are any differences that female students in ELED of PUY have a high attitude than male students like the study above. Based on the statement of the problem, the researcher focus on female and male students' in reading attitude differences at English Education Department. Especially the researcher focuses on female and male students' reading attitude differences at ELED of PUY. Female and male students' at ELED of PUY is different in their reading attitude. Based on researcher experiences, female students at ELED of PUY have a preference to read entertaining books and male students more prefer on informative book. In addition, the researcher focuses more on the factors of reading attitude differences as the limitation of the problem.

Research Methodology

This study focuses on female and male students' differences in reading attitude at English Language Education Department in Yogyakarta. This study aims to see if there are any significant differences between female and male students in their reading attitude. Therefore, this research used a quantitative method, especially in survey design. The purpose of this research is to find female and male students reading attitude differences at ELED of PUY. Based on this purpose, the researcher used quantitative method in this research. Quantitative research method is explaining phenomena by collecting numerical data that are

analyzed using mathematically based methods. According to Borrego, Douglas and Ammelink (2009), quantitative method fits for deductive approaches which hypothesis justifies the variables of the narrowly defined research questions. The reason of using quantitative method is, according to Creswell in Sukamolson (2007), explaining phenomena by collecting numerical data and analyzed using mathematically method. Quantitative research design can be used in this research, because the researcher wants to observe the sociology phenomena that female and male students' are different in their reading attitude. In addition, Cohen, Manion and Morrison (2011) stated that quantitative method is a social research that use empirical statement. In this research, empirical statement is important because it is defined as a descriptive statement about what "is" the case in the real world rather than what "ought" to be the case. In conclusion, quantitative is suitable to be used as a research design in this research because quantitative method generally focuses on measuring social reality. By using quantitative method, the findings resulted in precise number can be used to show the differences between female and male students' reading attitude.

The most appropriate design used in this research is survey design method. According to Creswell (2012), survey research designs are the procedures in quantitative research in which the investigators administer a survey to a sample and population of people to describe the attitudes, opinions, behaviors, or characteristic of the population. Survey design helps the researcher to identify important beliefs and attitude of the students about their reading activity. In this research, the researcher chooses a survey design to answer the research question number one "How is the reading attitude of female students at English Education Department batch 2016?" and research question number two "How is the reading attitude of male students at English Education Department batch 2016?". The researcher seeks to describe trends in reading attitude. The researcher also uses cross-sectional survey design because cross-sectional study can examine current attitudes, beliefs, and opinion which ways

in individuals think about issues, whereas practices are their actual behaviors (Creswell, 2012).

To investigate students' gender differences in reading attitude at ELED of PUY and also to find out the students' reading attitude, the researcher collected the data using questionnaire. Kothari (2004) stated that questionnaire is a set of questions focused on specific topics or specialized area. The questionnaire is used as an instrument to gather the data of female and male students' in reading attitude differences. In addition, the researcher took a questionnaire from previous studies were made by Artola, Sastre, Gratacós, and Barraca (2013) with the title "Differences in Boys and Girls attitude toward Reading". The researcher adapted this questionnaire because it was conducted by other researchers before that focused on finding differences between female and male toward reading attitude. To avoid any misunderstanding, the questionnaire in this research was presented into Indonesian language. In this questionnaire, there are 26 item of questions that were divided into 3 sub sets depending on the sub topics of reading attitude by interest component, reading attitude by preference component, and reading attitude by frequency component.

Population. The populations in this research were students of ELED of PUY batch 2016 that consist of 57 female students and 34 male students. The researcher chose the participants because the researchers assumed that students' of English Education Department were familiar to reading activity, especially ELED of PUY students' who are provided with some reading subjects namely; Basic Reading and Writing, Academic Reading and Writing, Reading and Writing for Career Development, and many others. In addition, the students' reading attitude at ELED of PUY is unpredictable. The researcher chose students from batch 2016 because they were still new as students in ELED of PUY, and it was supposed to know how actually students reading problem earlier in ELED of PUY batch 2016.

Findings

The findings in this study are divided into three sections. Firstly, the findings on female students' reading attitude at ELED of PUY batch 2016; this finding is also used to answer research question number one. The second is finding on male students' reading attitude at ELED of PUY batch 2016 and this finding also used to answer research question number two. To find out female and male students' reading attitude in this research, there were three components involved on the set of questionnaire. Those components were reading interest, reading preference and reading frequency. The last finding is the finding about the differences between female and male students' reading attitude differences at ELED of PUY batch 2016 whether it significant or not significant. Thus, the finding is also used to answer research question three.

Female Students' Reading Attitude. The data on female and male students' reading attitude were obtained by distributing questionnaire to measure students' attitude toward reading at ELED of PUY. There were three components that involved in the questionnaire. The first component was reading attitude by interest, the second component was reading attitude by preference, and reading attitude by frequency as the last component. The questionnaire was distributed to 57 female students and the sample used in this research was 49 female students. To find out the female students' reading attitude, the researcher used the result of questionnaire scores by counting the mean of the score. To analyze the level of female students' reading attitude result, the researcher used a categorization as has been mentioned in previously chapter (*See page 32, Table 3.4*). Based on table above, the mean value of female students' reading attitude is 3,10. According to reading attitude level, this means that female students have a fair level in reading attitude.

The first component of the reading attitude is according to their interest. Based on the table, mean value of female reading attitude by interest is 3,8. According to the reading

attitude level, this means that female students have a high level in reading attitude by interest component. The highest score in this component is 4,51 at question number 5. For the question number five at the questionnaire which is “*Saya sangat menyukai buku dengan banyak gambar*” (I like books to have a lots of pictures). Female students reach the high categorization level. Female students also get the lowest score at question number 9. The score in this number is 3,29 and means that the score in fair categorization level. The question for number 9 is “*Saya menyukai tokoh baik dalam sebuah cerita*” (I like the characters in the stories to be good and happy).

Next, the second component is reading attitude according to their preference. Based on the table above, mean value of female reading attitude by preference is 3,45. According to reading attitude level, this means that female students have a fair level in reading attitude by preference component. For the component of reading preference, female students get the highest score at question number 21. Female students get the score 3,92 and it means that female students are in high level for question that stated “*Saya memahami dengan benar kalimat yang saya baca*” (I understand well the words I read). The lowest score in this component is on question number 16. Female students get the score of 2,92 and means that female students’ are in categoryzation of fair level. The question at the questionnaire number 16 is “*Saya suka membaca dengan keras di kelas*” (I like to read aloud in class).

The last component is reading attitude by frequency. Mean value of female reading attitude by frequency based on the table is 3,39. According to the reading attitude level, this means that female students have a fair level in reading attitude by frequency component. In this component, female students reach the highest score 3,29 at question number 10 and it means that female students have a fair level of categorization. The question number 10 at the questionnaire is “*Saya suka membaca di rumah saat mempunyai waktu luang*” (I like to read at home in my spare time). The lowest score in this component is the question number 11,

with 3,06 as the score. The question number 11 stated “*Saya gemar mengunjungi perpustakaan*” (I like to go to library), and those question female students’ have a fair level of categorization.

Female students have a fair level at reading attitude. Female students at ELED of PUY have a high level at reading interest. For the component reading interest, female students at ELED of PUY batch 2016 have a highest score at question “I like books to have a lots of pictures” and the lowest score at question “I like the characters in the stories to be good and happy “. Moreover, the highest score of female students’ reading preference component at the question “I understand well the words I read” and the lower score at the question “I like to read aloud in class”. For the component reading attitude by preference, female students have a fair level at reading attitude. In the component of reading frequency, female students at ELED of PUY have a higher score at question “I like to read at home in my spare time”, also the lower score at question “I like to go to library”. In summary, female students have a fair level at reading attitude by frequency component.

Male Students’ Reading Attitude. The questionnaire in this research distributed to 34 students and sample were used in this research were 31 male students ELED of PUY academic year 2016. Mean value of the male students’ reading attitude is 2,81. This means that, male students also have a fair level at reading attitude, but male students’ reading attitude in general result are lower than female students. For the male students’ reading attitude analyzes, the researchers also describes the result according to component that involved on the set of the questionnaire like the analysis of male students’ reading attitude. To analyze the level of male students’ reading attitude result, the researcher used a categorization as has been mentioned in previously chapter (*See page 32, Table 3.4*).

The result of male students’ reading attitude specifically based on the component involved in questionnaire. Mean value of male reading attitude by interest component based

on the table is 3,45 and means that male students have a fair level at reading by interest component. In this component, male students get the highest score on the question number 4 which stated "*Saya suka membaca buku petualangan*" (I like to read adventure book). The question number 4 at the questionnaire get the score 3,69 and means that male students have a fair level of categorization. Male students get the lowest score in this component at the questions number 6 and 8. The question are "*Saya suka jika mendapatkan hadiah berupa buku*" (I like getting book as a present) and "*Saya menyukai tokoh baik dalam sebuah cerita*" (I like a characters in the stories). Both of questions above have a score 3,26, means that for questions number 6 and 8 are in fair level of categorization.

Moreover, in general, the result of reading attitude according to reading preference component showed that male students also have a fair level with the score 2,94. Male students reach the highest score in question number 21, which stated "*Saya memahami dengan benar kalimat yang saya baca*"(I understand well the words I read). Those question get the 3,52 and means that male students have a fair level of categorization. Besides, the lowest score of male students based on the result is question number 16, which stated "*Saya suka membaca dengan keras di kelas*" (I like to read aloud in class). Male students get score 2,35 and that the question above in low level of categorization.

Based on the table above, mean value of male reading attitude by frequency component is 3,25 and it means that male students have a fair level at reading attitude by frequency component. In this component, male students also get the higher score at question number 13, with the state "*Saya suka melakukan latihan dan kegiatan yang berhubungan dengan apa yang saya baca*" (I like to exercises and activities about the things I read). The score for the question above is 3,42 and the question score has a fair level categorization. In addition, male students also get the lower score at the question number 11 and the score is

3,06. It means that the question “*Saya gemar mengunjungi perpustakaan*” (I like to go to library) has a fair level of categorization.

Based on the findings above, male students’ have a fair level at reading attitude. Male students also have fair level at three components, reading by interest, reading by preference, and reading by frequency component. For reading by interest component, male students have a highest score at question “I like to read adventure book”. While, male students get the lowest score at question “I like getting book as a present” and “I like a characters in the stories”. For the reading preference component, male students have a higher score at question “I understand well the words I read” and lowest score at question “I like to read aloud in class”. In addition, the highest score of reading frequency component on question “I like to exercises and activities about the things I read” and the lowest score at question “I like to go to library.”

The Difference between Female and Male Students’ Reading Attitude. To find out if there is a significant difference between female and male students’ reading attitude, the researcher used Compare Means analysis in SPSS and using Independent Sample T-test. In Independent sample T-test, there is a coefficient standard to find the significant difference. Standard that is used in this research is if the value of significance or Sig.(2-tailed) < 0,05. . Mean value of the first group (female) is 3,10 and mean value of the second group (male) is 2,81. According to the table independent sample t-test above, the value of Sig.(2-tailed) shows that there is a significant difference between female and male students’ reading attitude. The values of Sig.(2-tailed) is 0,005. Garth (2008) argues that if the value of Sig.(2-tailed) < 0,05, means that there is a significant difference. Thus, the alternative hypothesis in this research is accepted, which means that there is a significant difference between female and male students’ reading attitude at ELED of PUY batch 2016.

Discussion

In this part, the researcher discusses the analysis of the statistical data that were presented in previous sections. In this research, there are three things to find out. Firstly, this research aims at finding out female students' reading attitude at ELED of PUY batch 2016. Secondly, the researcher investigated the male students' reading attitude at ELED of PUY batch 2016. Thirdly, the researchers find out the significant differences between female and male students' reading attitude at ELED of PUY batch 2016.

Reading attitude by interest, preference and reading frequency were become a measurement of female students' reading attitude score that included in set of questionnaire. As shown by the result above, female students have a fair level in general, but in reading interest, the result shows that female students at ELED PUY academic year 2016 like to read a story book. Next, as also shown by the result above, female students get high score at reading a book with a lot of picture. This result is related to the finding of study from McGeown, Goodwin, Henderson and Wright (2012) who stated that female students are more interested in non-fiction book such a novel and story. Therefore, female students' also tend to like the main character that are good and friendly. The researcher also investigated female students' reading attitude based on their preference. Female students' tend to reading aloud, like to listen when someone read aloud, and like to do their homework. For the reading attitude according the frequency, the result shows that female students' have a fair level according to frequency of going to the library and doing a reading exercise.

Then, the result of male students' reading attitude at ELED of PUY batch 2016 generally were 2.81 score of mean. It means that male students have a fair level on their reading attitude. Reading components involved in the set of questionnaire also become the measurement of reading attitude of male students at ELED of PUY batch 2016. From the component of reading attitude of interest, male students like to read non-fiction book such as

historical, animals and experiment. This is in line with the study by Artola, Sastre, Gratacós and Barraca (2013) showing that male students like to read non-fiction book that have a purpose to get information. According to reading interest result, male students' reading attitude is in contrast with the female students' reading attitudes which like to read non-fiction such as story book and novel more. Male students also show that they have a low attitude at reading aloud and listen when someone reading aloud for reading preference component. This is supported by Artola, Sastre, Gratacós and Barraca (2013) that male students dislike to listen when someone reading aloud as well as reading themselves aloud. In addition, male students also have low attitude at doing homework than female students. This reason might be caused by gender stereotyping. This perspective is supported by McGeown et al (2012) stated that reading is recognized within home environment as an activity closely with female. In this research, the result also showed that both female and male student has a fair level at reading frequency in general. Although the result score between female and male students have fair level, female students' score are better than male students. This finding is related to perspective by McGeown and Johnston (2009) stated that female and male students are different in frequency of reading.

To find out the significant difference between male and female students' reading attitude at ELED of PUY batch 2016, the t-test statistical analysis was determined by the value of Sig.(2-tailed) in independent sample t-test. The value of Sig.(2-tailed) in this research was 0.005 with the mean difference is 0.296. In addition, the criteria for the significant different is value of Sig.(2-tailed) < 0.05. Then, the value of Sig.(2-tailed) in this research was 0.005 which automatically showed that there are significant differences between female and male students' reading attitude at ELED PUY batch 2016. The result in this research contrasts with the study by Artola, Sastre, Gratacós and Barraca (2013) showing that there is no significant difference between female and male students' of Madrid toward

reading attitude because female and male students' tend to read and find interest in different types of literature. Additionally from the result, it is shown that female students at ELED of PUY batch 2016 are better at reading attitude score than male students in general. To conclude, since the result of this research showed there are significant differences between female and male students' reading attitude at ELED of PUY batch 2016.

Recommendation

For students. Students can understand that their reading attitude can have relation to their gender. It means that reading activity still has roles in improving students' reading attitude level. In another words, they should build a great reading habit to improve their reading skill.

For English Education Department. In obtaining the result of this research, female and male students showed that they are different in their reading attitude. There were many factors that influence the outcomes in this result. The factor that could influence the result is student differences in their interest. In reading interest, female and male students have a different reading choice. Another factor that influence is students' reading preference and students' reading frequency. Thus, the researcher recommends that English Education Department should have a mini library that have a types a literature and book based on female and male interest.

Additionally, the researcher argues that any of lectures of ELED PUY should create and develop their teaching methodology or learning activities that prefer to give more encouragement on students' reading attitude. By this way, the students will feel that they are study in right hand, so they can put their trust on the lecture.

For other researchers. Finding the result of this research, the researcher found that there is a significant differences between female and male students' reading attitude at ELED PUY batch 2016. Then, the researcher found a question dealing with "What make the

difference between female and male students' reading attitude?". Answering this question could not be answered by only doing this research. Thus, the researcher recommends to the other researchers to do a research that could answer the issue above.

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