

**GENDER, READING INTEREST, AND READING
COMPREHENSION OF 10th GRADERS OF SMA N
PLUS 2 BANYUASIN III**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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DECLARATION

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DEDICATION

This thesis is dedicated to my two beloved parents, my mother Siti Sobiroh, S.Pd.I. and my late mother Naisyah, S.Pd. also my late father Saeri, S.Pd. and my father Walija, S.Pd. who continuously energize me to finish this study. Thank you for support, prayer, and everything. My cherished brothers, Okta Firmansyah and Afan Ananda Kurniawan and my cherished sisters, Liana Usfa Ratri, S.Pd. and Reti Wulandari, S.H. thank you for loving me genuinely. I adore you so much.

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“It’s a slow process, but quitting won’t stop speed it up.”

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The Writer,



Melisa Ulfa

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Gender, Reading Interest, and Reading Comprehension of 10th Graders of SMA N Plus 2 Banyuasin III

Reading is a skill to comprehend the written form of language to get information and connect that information to the reader's knowledge, while gender is a term to indicate male and female as social groups. This article presented the result of correlations study among gender, reading interest, and reading comprehension of the 10th graders of SMAN Plus 2 Banyuasin III. Gender and reading interest were the predictor variables and reading comprehension was the criterion variable. Cluster random sampling was used in this study to get the sample. There were 158 students of 10th graders, 126 students were chosen randomly using cluster random sampling. The data were analyzed by using Eta Correlation Coefficient, Pearson Product Moment Correlation Coefficient, and Parametric test on SPSS version 25. The result of this study showed the Eta correlation value was 0.517 of gender and reading interest. It was between the scales 0.4-0.69 so it means that there was a medium association. The result of this study also showed the significant (2-tailed) value was 0.000 and it was lower than 0.05 so it means that there was a significant correlation between reading interest and reading comprehension. The null hypothesis (H₀) was rejected and the research hypothesis (H₁) was accepted. And the result of the correlation coefficient for predictor variables (gender, reading interest) and the criterion variable (reading comprehension) was 0.000 and it was lower than 0.05 so it means that there was a significant correlation between predictor variables and criterion variable. The null hypothesis (H₀) was rejected and the research hypothesis (H₁) was accepted. The Adjusted R Square value was 0.517 and it means that the influence of gender and reading interest to reading comprehension of 10th graders in SMA N Plus 2 Banyuasin III was 51.7%. Briefly stated, there were correlations between the predictor variables and the criterion variable. Therefore, gender and reading interest did significantly influence reading comprehension.

Keywords: Gender, Reading Comprehension, Reading Interest, SMAN Plus 2 Banyuasin III

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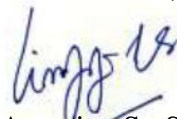
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CHAPTER I

INTRODUCTION

This chapter presents (1) the background, (2) the research questions, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of Study

In the present day, English is considered as a mandatory hard skill for everyone, regardless of gender and social borders. English is important because it is being used as an international language, allowing people from different countries and different mother languages around the world to connect and communicate by using it.

Indonesia is one of the countries in the world which set English as an important second language. Indonesian Education Department put English as a mandatory subject in the curriculum. Reading is one of the abilities which Indonesia students should learn and it is put in Standard of Competence of 2013 Curriculum of 10th grade. In other words, students have to know how to understand the purpose and structure of a transactional and interpersonal text. Students have to know how to read a simple text because reading is one of the activities to get information either in the form of knowledge, learning, or information.

Hornby (2000) describes the word “read” as “to look at and understand in the progressive written or printed words or symbols. In order to have any comprehension abilities, students must be able to read the words and understand the language of those words (O’Flynn, 2016). Reading is used to gather information. From this, it can be concluded that reading is a skill to comprehend the written form of language to get information and connect that information to the reader’s knowledge.

To have a good reading skill, one should comprehend what he or she reads. Reading comprehension has a similar meaning to “reading for meaning” (Alyousef, 2005). In other words, when we read something and we comprehend it,

we will know the real meaning of the whole text as well as the author's ideas. It means that when someone is reading comprehensively, the reader will be able to acquire the meaning of the written text. Furthermore, According to Pardo (2004), comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, the information in the text, and the stance the reader takes in relationship to the text. Therefore, in the learning and teaching process, the teachers need to ask the students to read something comprehensively in order to understand the text.

However, according to CCSU (Central Connecticut State University) Most Literated Nations in the World 2016, Indonesia is ranked 60 out of 61 in its people's interest in reading, placing the country below Thailand (59), and one rank above Bostwana (61). According to World Atlas, Indonesia ranked 106 out of 197 the country in the world in Literacy Rate (93%), 3 ranks under Malaysia. However, on another hand, the terms of the assessment of infrastructure to support reading, Indonesia is ranked above European countries. It means that the ability of the people, men or women, especially students in Indonesia still needs much improvement in reading comprehension.

Teaching English for students, such as 10th graders whose are still teenager can be difficult, especially in reading. It is a common challenge for English teachers, besides, there are some reasons affecting the ability to read such as motivation, environment, and gender. According to Hasan and Khan (2015), there is a significant difference between male and female students in English achievement scores. It means that gender might influence the reading comprehension score.

The difference between male and female is called gender difference. Based on the Publication Manual of American Psychological Association (2010), it stated that gender is cultural and is the term to use when referring to male and female as social groups. Besides that, Reilly, Neumann, and Andrews (2019) stated there is a difference between reading and results of students' male and female. It means that gender might have an important role in reading. Arellano

(2013) stated that female students get better outcomes in English reading comprehension than male with scale one to five, female global result is 2.70370, while male gets 2.3457. The difference is 0.358. This is in line with the research by Karthigeyana and Nirmala (2012) in which their findings revealed that all the five years academic achievement of the students in English is average, further the analysis based on different demographic variables revealed that the female had a higher mean score compared to the male in their academic achievement in English. We can conclude that female might have better outcomes in terms of reading than male, especially.

Based on the data above and theories that have been written, the writer was interested to do a research to find the correlation among gender differences, reading interest, and reading comprehension ability of the 10th grade students to know whether there was any significant correlation among those or not. This study chose SMAN Plus 2 Banyuasin III as the participants of research. Based on an interview with the principal in SMAN Plus 2 Banyuasin III that the school has 158 students studying in 10th grade, whose divided into around 30-35 students in each classroom. In regards to that, the writer expected that there would be enough research sample, which would make the result of the research more accurate later on. Besides, the high school students generally have a better understanding of reading comprehensive text in English, and SMAN Plus 2 Banyuasin III especially has a 'model school' status and considered as the most favorited high school in Pangkalan Balai City and Banyuasin Regency. SMAN Plus 2 Banyuasin III also known for its students' discipline and proactiveness in learning, various students' extracurriculars, and complete learning facilities. Most of its alumni are also accepted in many state universities in Indonesia. Therefore, the writer expects the students to have a fluent and excellence in English reading comprehension.

Based on the description above, the writer interested to conduct this study entitled "Gender, Reading Interest and Reading Comprehension of the 10th Graders of SMAN Plus 2 Banyuasin III".

1.2 Research Questions

In this study, three research questions are formulated as follows:

1. Is there a strong association between gender and reading comprehension of the 10th graders of SMAN Plus 2 Banyuasin III?
2. Is there a significant correlation between reading interest and reading comprehension of the 10th graders of SMAN Plus 2 Banyuasin III?
3. Is there a significant correlation between the predictor variables (gender, reading interest) and the criterion variable (reading comprehension) of the 10th graders of SMAN Plus 2 Banyuasin III?

1.3 Research Objectives

The main objectives of this study are to find out:

1. To find out whether or not there is a strong association between gender and reading comprehension of the 10th graders of SMAN Plus 2 Banyuasin III.
2. To find out whether or not there is a significant correlation between reading interest and reading comprehension of the 10th graders of SMAN Plus 2 Banyuasin III.
3. To find out whether or not there is a significant correlation between the predictor variables (gender, reading interest) and the criterion variable (reading comprehension) of the 10th graders of SMAN Plus 2 Banyuasin III.

1.4 The Significance of the Study

Since the study would give the information about correlation and association between the predictor variables and the criterion variable at the 10th Graders, the writer hopes this research will give advantages to both the teachers and the writer herself. The teachers will know the correlation and association to help them in teaching reading more effectively, while the writer will enhance her knowledge and get experience through this research as well as it can give the next researchers some guidance.

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