



The Comparison between Male and Female Students' Reading Comprehension

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ABSTRACT

The problem of this research was the students' reading comprehension between male and female student in analytical exposition text such as some of students took a lot of time to catch the idea from the analytical exposition text, and some of students get difficulty to analyze the generic structure and language feature. This research was conducted at eleventh grade of State Senior High School 11 Pekanbaru. This research was a comparative research. The subject of this research was the eleventh grade of State Senior High School 11 Pekanbaru. The researchers took 84 students as the sample of the research. The way in taking the sample was cluster sampling. The instrument of this research was test. It was used to get data about the male and female students' reading comprehension in analytical exposition text. Whereas, the researchers used independent sample t-test by using SPSS 17.00 version to analyzed the data. Based on the researchers' findings that t_o or t -calculation is lower than t -table on 5% and 1% ($1.98 < 3.421 > 2.63$) with the degree freedom is 82. It means that there is a significant different between male and female students' reading comprehension in analytical exposition text at eleventh grade of State Senior High School 11 Pekanbaru. This research was done to find out the significant different between male and female students' reading comprehension in analytical exposition text at eleventh grade of State Senior High School 11 Pekanbaru. Based on the researchers's findings that there is a significant different between male and female student's reading comprehension in analytical exposition text.

Keyword: Male, Female, Reading Comprehension, Analytical Exposition

INTRODUCTION

Most of educator would agree that reading is very important skill among four major of English skill. Reading is also regarded as one of the most important components in language learning. In accordance with Anderson in Nunan (2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Reading comprehension itself is the readers' capability to interpret and to construct their own mind through the text about. In line with Duffy (2009, p. 14) stated that "comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading." Reading comprehension is an activity to understand a written text. It means extracting the required information from it as efficient as possible to do this, there are two ways that students must do. And in the other hand, text cannot be separated from the readers, and the interaction between the reader and the material are very important.

One of the text types taught at senior high school students is Analytical Exposition. Gerrot and Wignell in Almita (1994, p. 198) explained that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case. The generic structures of analytical exposition text are thesis, arguments and reiteration and language feature (focus on generic human and non-human participant, use of simple present tense, use of external temporal conjunction, reasoning through causal conjunction).

State Senior High School 11 Pekanbaru is one of high school in

Pekanbaru. As a formal educational institution, State Senior High School 11 Pekanbaru provides English as one of the lesson in school, especially reading skill. State Senior High School 11 Pekanbaru is one of High School used Curriculum 2013 as guidance in teaching and learning process. Based on Curriculum 2013, English is a media as purpose of build students' ability to communicate, this is intended to ability in comprehend and produce oral or written text which be realized to four skills of language, such as; listening, speaking, reading, and writing. And reading skill is one of the English language skills which are taught by the teacher in this school and reading considered as a very important skill for students in learning English.

Based on the preliminary observation of the researchers that conducted on December 2017 toward eleventh grade of State Senior High School 11 Pekanbaru by observing the teacher and students, the researchers found a partly huge of students still faced various problems in reading; especially in comprehending an analytical exposition text. There are some phenomenons that researchers found at the eleventh grade of State Senior High School 11 Pekanbaru, it was some of the students were not able to comprehend the text, both of male and female students were still confused to comprehend Analytical Exposition text, some of female students took a lot of time to catch the idea from the text and more explore the information from the text and some of the students got difficulty to analyze generic structure and language feature of the analytical exposition text

Reading as one of skill that should mastered by both of male and female students, hence teacher should be considered about sex differences'

factor cannot be ignore in learning language, because it can affect the students' achievement and proficiency in learning. In line with OECD (2016) stated that girls performed significantly better than boys in reading. The characteristics associated with being male or female provide a better predictor of the learner's reading skill or motivation to read. It is clear that the students may be grouped into two different sexes, male and female (girl and boy). Differences in the learner's gender identity often lead to differences in intellectual activities including reading.

Accordance with Arellano (2013, p. 70) states that "all recent international studies agree that girls have a higher reading achievement than their partners. This sex gap appears when students are in their fourth year of school and it is important up to they are fifteen". This statement support an argument about female is better in reading.

Based on the explanation above, the objective of the research was to find out whether there is or not a significant difference between male and female students' reading comprehension in analytical exposition text at the eleventh grade of State Senior High School 11 Pekanbaru.

RESEARCH METHOD

The type of this research is field research by using comparative study that purposes to find out the difference of reading comprehension between male and female students at the eleventh grade of State High School 11 Pekanbaru which is the researchers comes to the school directly to examine students' reading comprehension by using test.

Comparative or comparison is an analysis that used to know the

difference of two sets of variables (data). In comparative study the objects are specimens or cases which are similar in some respects (otherwise, it would not be meaningful to compare them) but they differ in some respects. These differences become the focus of examination. The goal is to find out why the cases are different: to reveal the general underlying structure which generates or allows such a variation. In this research, the researchers choose a research to compare or to know the difference between male and female students' reading comprehension in analytical exposition text at the eleventh grade of State Senior High School 11 Pekanbaru.

In this research involves two variables, first is independent variable (X) that visible into X1 as male students and X2 as female students that will be compare to their reading comprehension in analytical exposition text as dependent variable (Y).

This research was conducted on April 26th- May 11th, 2018. The location was at State Senior High School 11 Pekanbaru on Segar, Hangtuah Street.

The population of this research is the eleventh grade students of State Senior High School 11 Pekanbaru. The total numbers of the students at the eleventh grade at State Senior High School 11 Pekanbaru are 261 students. The researchers chose cluster sampling as technique of sampling in this research. The cluster sampling commits in two steps: (1) Determine the sample grup/cluster, and (2) Determine the people in the grup/cluster that take randomly. The researchers choses randomly 3 classes as the sample, and determine the students in the each class into two groups that are male and female:

No	Classes	Male	Female	Total
1	XI MIA 4	13	16	29
2	XI IIS 1	13	14	27
3	XI IIS 4	14	14	28
Total Population				84

The subject of this research was students of the eleventh grade at State Senior High School 11 Pekanbaru. Meanwhile the object of the research was the comparison between male and female students' reading comprehension in analytical exposition text.

There are two variables in this research, first is variable X as follow:

1. Male students as variable X_1
2. Female students as variable X_2

The second is variable Y that refers to reading comprehension in analytical exposition text. The indicators as follow: (take from syllabus curriculum 2013 in State Senior High School 11 Pekanbaru):

1. Both of male and female students are able to identify the topic on analytical exposition text
2. Both of male and female students are able to analyze social function of analytical exposition text.
3. Both of male and female students are able to analyze the generic structure of analytical exposition text
4. Both of male and female students are able to analyze language feature of analytical exposition text
5. Both of male and female students are able to find out the detail information of analytical exposition text.

TECHNIQUE OF COLLECTING DATA

In this research the researchers used reading test to find any significant difference between male and female students. The data collection of this research was conducted by using test. According to Brown (2007, p.3), test is one of methods that used to measure ability, knowledge or even performance in given domain.

Test that used in this research is multiple-choice question consist of 25 questions based on the indicators of analytical exposition text in operational concept and design of question was provided five possible answer A,B,C,D,E for each question.

Before distributing the questionnaire, the writer firstly measured the validity and reliability of the questionnaire by trying out once. The researchers used construct validity and the data obtained was calculated by using formula for Arikunto, 2011:

$$P = \frac{B}{JS}$$

The standard level of the difficulty used was >0.30 and <0.70 , thus, the items were accepted if the level of difficulty between $0.30-0.70$ and it was rejected if the level of difficulty below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct was represented by "p", whereas the incorrect was represented by "q". In line with Siregar (2014, p. 75) he stated that a valid measure if it successfully measure the phenomenon.

In order to obtain the reliability of the test given, the researchers used internal consistency where tried the instrument once only and analyzes by using Cronbach's Alpha technique in SPSS 17.00 version.

TECHNIQUE OF ANALYZING DATA

In this research the researchers used statistical analysis and Service Sollution (SPSS) 17.00 version and the output of this software is as the result of independent sample t-test analysis. According to Siregar (2014, p. 236) he stated that in analyzing two independent sample with kind of interval data, two sample t-test is consider to use.

The result of the formula was obtained statically through the hypothesis as follow:

Ho: $T_o < T_{Table}$, It means that Ho has accepted, There is no significant difference on reading comprehension in analytical exposition text between male and female students

Ha: $T_o > T_{Table}$, It means that Ha has accepted, There is a significance difference on reading comprehension in analytical exposition text between male and female students.

RESEARCH FINDINGS

The result of male students' reading comprehension in analytical exposition text can be seen in the following table:

No	Name	Score	Category
1	Student 1	80	Very Good
2	Student 2	84	Very Good
3	Student 3	92	Very Good
4	Student 4	84	Very Good
5	Student 5	68	Good
6	Student 6	60	Enough
7	Student 7	88	Good
8	Student 8	60	Enough
9	Student 9	92	Very Good
10	Student 10	64	Enough
11	Student 11	84	Very Good
12	Student 12	68	Good
13	Student 13	88	Very Good
14	Student 14	84	Very Good

15	Student 15	80	Very Good
16	Student 16	72	Good
17	Student 17	64	Enough
18	Student 18	64	Enough
19	Student 19	84	Very Good
20	Student 20	88	Very Good
21	Student 21	92	Very Good
22	Student 22	76	Good
23	Student 23	76	Good
24	Student 24	64	Enough
25	Student 25	72	Enough
26	Student 26	64	Enough
27	Student 27	80	Very Good
28	Student 28	68	Good
29	Student 29	72	Good
30	Student 30	60	Enough
31	Student 31	72	Good
32	Student 32	60	Enough
33	Student 33	68	Good
34	Student 34	72	Good
35	Student 35	76	Good
36	Student 36	72	Good
37	Student 37	60	Enough
38	Student 38	60	Enough
39	Student 39	68	Good
40	Student 40	80	Very Good
Total		2960	
Mean		74	Good

From the table above the researchers got $\Sigma X = 2960$ by adding all scores and the mean is 74 obtained from all total scores divided by the total of male students that following the test.

The clarification can be seen from the following table:

No	Categories	StudentsScore	Frequency	Percentage
1	Very Good	80 – 100	6	15%
2	Good	66 -79	19	47.5%
3	Enough	56 – 65	15	37.5%
4	Less	40 -55	-	-
5	Fail	30 – 39	-	-
Total			40	100%

The table above provides information concerning; there were 5 categories for the students' reading comprehension of analytical exposition text of male students. The frequency of very good category was 6 (15%), the frequency of good category was 19 (47.5%), the frequency of enough category was 15 (37.5%) and there was no student categorized into less and fail category. The table shows that highest percentage of male students was 47.5%. Thus, the majority of the male students were classified into "Good".

The result of female students' reading comprehension in analytical exposition text can be seen in the following table:

No	Name	Score	Category
1	Student 1	84	Very Good
2	Student 2	92	Very Good
3	Student 3	92	Very Good
4	Student 4	80	Very Good
5	Student 5	80	Very Good
6	Student 6	84	Very Good
7	Student 7	88	Very Good
8	Student 8	80	Very Good
9	Student 9	80	Very Good
10	Student 10	76	Good
11	Student 11	88	Very Good
12	Student 12	76	Good
13	Student 13	80	Very Good
14	Student 14	76	Good

15	Student 15	84	Very Good
16	Student 16	88	Very Good
17	Student 17	76	Good
18	Student 18	92	Very Good
19	Student 19	76	Good
20	Student 20	88	Very Good
21	Student 21	92	Very Good
22	Student 22	92	Very Good
23	Student 23	72	Good
24	Student 24	96	Very Good
25	Student 25	88	Very Good
26	Student 26	68	Good
27	Student 27	84	Very Good
28	Student 28	68	Good
29	Student 29	72	Good
30	Student 30	72	Good
31	Student 31	96	Very Good
32	Student 32	72	Good
33	Student 33	80	Very Good
34	Student 34	80	Very Good
35	Student 35	80	Very Good
36	Student 36	96	Very Good
37	Student 37	72	Good
38	Student 38	84	Very Good
39	Student 39	84	Very Good
40	Student 40	68	Good
41	Student 41	68	Good
42	Student 42	68	Good
43	Student 43	96	Very Good
44	Student 44	64	Enough
Total		3572	
Mean		81.18	Very Good

From the table above the researchers got $\sum X = 3572$ by adding all scores and the mean is 81.18 obtained from all total scores divided by the total of female students that following the test.

The clarification can be seen from the following table:

No	Categories	Students Score	Frequency	Percentage
1	Very Good	80 – 100	28	63.64%
2	Good	66 -79	15	34.09%
3	Enough	56 – 65	1	2.24
4	Less	40 -55	-	-
5	Fail	30 – 39	-	-
Total			44	100%

The table above provides information concerning; there were 5 categories for the students' reading comprehension of analytical exposition text of female students. The frequency of very good category was 28 (63.64%), the frequency of good category was 15 (34.09%), the frequency of enough category was 1 (2.24%) and there was no student categorized into less and fail category. The table shows that highest percentage of male students was 63.64%. Thus, the majority of the female students were classified into "Very Good".

The researchers used SPSS 17.00 program to find independent sample t-test. The data analysis of the difference in reading comprehension of analytical exposition between male and female students at eleventh grade of State Senior High School 11 Pekanbaru can be seen from the table below:

Reading Score	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.50	0.224	-3.42	82	0.001	-7.18	2.10	-11.37	-3.01
Equal variances not assumed			-3.40	78.02	0.001	-7.18	2.11	-11.39	-2.978

Finally, the table above present output of independent sample t-test shows that sig (2-tailed) is 0.001. If probably number of significance is >0.05 , null Hypothesis is rejected. And if probably number of significance is <0.05 , alternative Hypothesis (H_a) is accepted. The table shows that number of significance is less than 0.05. Thus, the number of sig (2-tailed) proved that there is a significant difference between male and female students' reading comprehension of analytical exposition text.

From the result of statistic calculation, it indicates that the value of t_0 3.421. The degree freedom of 82 was found that the level of significance of 5% is 1.98 on t-table and the level of significance of 1% is 2.63 on t-table. It can be concluded that t_0 with each level of significance, the result is $1.98 < 3.421 > 2.63$.

Hence, t_0 score obtained from the result of calculating is higher than t_t in the t-table. So, the alternative hypothesis (H_a) is accepted and null Hypothesis (H_0) is rejected. It means there is a significant difference between male and female students' reading comprehension at the eleventh grade of State Senior High School 11 Pekanbaru.

CONCLUSION AND SUGGESTION

Based on the explanation in the chapter IV, the researchers point out some conclusion about the comparison between male and female students' reading comprehension at the eleventh grade of State Senior High School 11 Pekanbaru as follow:

1. By orienting from the whole sample of male students were 40 students. The mean of male students' reading comprehension in analytical exposition text score was 74, thus, the majority of the male students were classified into Good. And the standard deviation of male students was 10.24.
2. By orienting the whole sample of female students were 44 students. The mean of female students' reading comprehension in analytical exposition text score was 81.18, thus, the majority of the female students were classified into Very Good. And the standard deviation of female students was 8.98.
3. In appropriate with the number of significance. If probably is >0.05 , null hypothesis (H_0) is rejected. If probably is <0.05 , alternative hypothesis (H_a) is accepted. And the Sig. 2-tailed is $0.001 < 0.05$, it proved that there is a significant difference. And by comparing t_o (t-obtained) to t-table from $df = 82$, it is found that the level of significance of 5% is 1.98 and the level of significance of 1% is 2.63. H_0 is rejected when t_o (t-obtained) $> t$ table. Thus, because $1.96 < 3.421 > 2.63$, the null hypothesis is rejected and the alternative hypothesis is accepted. Value proved that there is a significant difference between male and female students' reading comprehension in analytical exposition text at the eleventh grade

of State Senior High School 11 Pekanbaru.

Based on the research findings, the researchers would like to give some suggestions:

Firstly, the researchers suggests the English teacher to improve their methods and techniques in teaching reading by using various ways to make better teaching-learning process in the classroom. For example using a media as tool in teaching process to increase students' attention and enthusiastic. Besides, they are expected can create comfortable condition so students enjoy and not bored in receiving the lesson and if students got problem or difficulty, they are expected can help students to solve the problem so students more motivated in learning reading.

Secondly, for students at the eleventh grade of State Senior High School 11 Pekanbaru expected to study hard, read more and know your weakness and excess is really important, it will help you when decide to use some strategies as a media to increase skill in reading, because reading is one of four skills in learning English and became a tool to transfer and share many information in this world.

Thirdly, it recommended the school share and transfer information to support teachers' performance in the classroom, to improve students' reading comprehension to get a better achievement of learning that appropriate with school curriculum.

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