

CHAPTER I

INTRODUCTION

A. Background of Study

In every country has a language that symbolize there is communication in everyone. Language is a system of communication that used as a tool for interaction to other people which consist of a set of sound and written symbols. In other definition, Brown (2000, p.5) defined that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate with one. Everyone use language as a media to convey a message or information to other. Language will facilitate people to communicate and talk each other in around the world. In fact, English is a popular language and used in many countries in the world. It is very important to master and learn foreign language especially English because it had been became an International language in this globalization era. Besides, English also used as a lingua franca, according to Holmes (2008, p.82) it is a language used for communication between people whose first language differ. It is a language used by different native languages for communication in populations or groups of people. A lingua franca as a common language because it is used for speakers of different native languages. The status of English is such that it has been adopted as the world's lingua franca for communication in Olympic sport, international

trade and air-traffic control. Unlike any other language, past or present, English has spread to all five continents and has become a truly global language. By mastering English, it is very useful in developing science and technology.

As Allah said in Holy Qur'an Surah Al-Mujadalah: 11.

زُوقِ لِقَاءَ اللَّهِ يَتَذَكَّرُ فَمَا يَخْلَقُ وَأَلْهَمَّا الْكُفْرَ وَالْكَوْفَرَ فَيَكْفُرُوا بِهِ عَلَىٰ عِلْمٍ مِّنْهُ أَنَّهُ لَكَاظِمٌ وَلَا يَغْنَمُ
 خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ ذَرَّ جَتِ الْعِلْمَ أَوْ تَوَاوَالَّذِينَ مِنكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرَفَعُ فَاذْشُرُوا أَنَّهُ

In Holy Qur'an Surah Al-Mujadalah: 11 above, it is explained that people have knowledge will be given high degree by Allah because it is very important in life. In this verse also explains that those who go out in search of knowledge, it is as if they go out in fighting in the path of Allah (swt). It is like a mujahid struggles in battle to defeat his rival, the seeker of knowledge must struggle to get the knowledge that will bring him closer to Allah (swt). By having knowledge, people can know and share any information in this world. One of the ways to get knowledge is learning language, because language and education has a very close relationship. Everyone needs language to do communication and interaction with their surroundings. By language, people able to express their feeling and mind to other people in oral or written language. According to Harmer (2001, p. 154) learning language refers to in a lesson where students and teachers focus on the construction of a specific feature of the language in

order to understand it better. The purpose in learning language is to increase knowledge of the language and improve productive and receptive skills.

Harmer (1998, p.52) mentioned that there are four things that students need to learn a new language. They are exposed to it, understand its meaning, understand its form (how it is constructed) and practice it. In Indonesia, most of the people learn English at formal and non-formal education. Teacher teaches English as a foreign language at school. In learning English, there are four skills must be mastered by students. They are listening, speaking, reading and writing. Richards & Renandya (2002, p.273) give definition that reading is a skill which is highly valued by students and teachers alike. It states that people extract meaning from the discourse they see or hear in the way. This like a reader reads a story or a newspaper or listens to the news, they use their previous knowledge as they approach the process of comprehension and they deploy a range of receptive skills. By reading, people are able to produce the idea through the writing that describes their comprehension about what they have read before.

As Allah said in Holy Qur'an Surah Al-'Alaq: 1-5.

بِالْقَلَمِ عَلَّمَ الَّذِي ﴿١﴾ الْاَكْرَمُ وَرَبُّكَ اَقْرَبُ ﴿٢﴾ عَلَقٍ مِّنَ الْاِنْسَانِ خَلَقَ ﴿٣﴾ الَّذِي رَبِّكَ بِاسْمِ اَقْرَبُ

﴿٤﴾ يَعَلِّمُ لَمْ مَّا الْاِنْسَانِ عَلَّمَ ﴿٥﴾

Based on the Holy Qur'an Surah Al-'Alaq: 1-5 above, it is explained that everyone needs knowledge to do activity can distribute and access kind of information. One of the ways to gain information is reading. As in this verse, Allah (swt) commands man to read repeatedly and Allah provides a tool to write that become a media for information and communication. According to Harmer (1998, p.68) in reading provides many benefits for students to study language, especially to study English as a foreign language such as vocabulary, grammar, punctuations, and the way to build paragraphs, sentences and texts. In learning reading, many students still have difficulties in understanding the meaning of the text.

Reading is an activity to read the books, magazines, newspaper, articles or stories that purposes to understand the meaning of the words, sentences and paragraphs in a text. Reading is a process interaction between readers and the text to get purpose from written text which is formed by reader's knowledge and experience in social life. The other way, comprehension is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during and after reading. For students, reading comprehension is the ability to read the text and able to understand its meaning. In general, reading comprehension is the act and process of

constructing meaning through the dynamic interaction among the reader's knowledge, the information suggested by the text being read and the context of the text. In simple word, comprehension involves an interaction between the reader, the text and the activity.

Reading is an essential skill for learners of English as a second language. For most of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. In teaching reading, teachers know their students' ability, who is male or female students. Every student has different ability each other, because everyone has different ability to do activity. In the Journal of College Reading and Learning, as Poole (2005) has argued that:

“While we know of the importance of second language reading strategies, there is still a gap in our knowledge about the differences between males' and females' use of them, especially at the university level. More specifically, questions still exist pertaining to whether or not males and females significantly differ in terms of the types of reading strategies they use and the frequency with which they use them.” (p.8)

According to Poole's statement above, in his research about gender difference in reading strategy for ESL college students that female students are more active strategy users than male students in learning reading to achieve the goal of the text. Females exhibit higher strategy use, while

males did on the latter. Females tend to be higher second language achievers because they are more likely to use general study strategies. Therefore, the use of strategies in reading is needful to help students in understanding the material. Besides, Smith & Wilhelm in *The Educational Alliance* (2007) also have assumed that:

“Gender differences related to attitude and achievement that teachers should understand and may encounter as they address gender differences in reading achievement in their classroom instruction. Girls read more and learn to read sooner than boys. Girls also tend to comprehend expository and narrative texts better than boys, while boys tend to be more adept at retrieving information and literacy tasks that are work-related. Attitudinally, girls have higher estimates of their reading abilities than boys, value reading as an activity more than boys, are more interested in leisure reading than boys, are less likely to declare themselves as non-readers than boys and are more likely to express enthusiasm for reading than boys.” (p.6)

According to Smith & Wilhelm in *The Educational Alliance*, a research about gender differences in reading achievement found that male and female students have different ability in understanding the type of the text. Females are better than males to understand expository and narrative texts, while males are better than females to understand the text related information. Females are better than males in expository and narrative text because in these texts the topic is related with humanities topic and use familiar words so they can easily understand the text. The other way, males are better than females with the text is related information because in this text like this most of the content about sciences that many provides

information. Jeffries & Mikulecky (2004, p.259) examined for many students, reading comprehension is the problem when the teacher asks them to read English text, but since they can read in their own native language. Therefore, they tend to attribute their difficulties in comprehension to the English language or they feel the fault lies in their own lack of ability. In fact, students' problem in learning reading usually lies in their approach to the text.

The problem of students in reading comprehension is so many students are not able to procure the main topic and construct the meaning in a text. Many students have good pronounce in reading, but they can't understand the text well. When the teacher asks them about the content in the text, they can't answer the questions from teacher well, because they do not understand the content and the meaning. It means that students' comprehension to the text is bad, they only can read the text with good pronounce and fluently without know what the content and the meaning that contains in the text they read. It also means that they not good readers because they can't recognize and conceive the words and they fail in comprehending the passage.

In English Department of IAIN Antasari Banjarmasin, especially at the sixth semester students, they have different ability to comprehend the text when they learn reading comprehension. Every student has strategy in interpreting the content of the text. In learning reading, usually teacher

asks students to find main idea or topic of the passage. But, the researcher assumes that it was difficult for students to find main idea or topic if the text is very long. Therefore, students use many strategies in learning reading to acquire comprehension from it. It indicates how difference students in using strategy to understand the content in a passage when they learn reading.

Based on the fact above, the researcher interests to examine this problem and make a research entitled: **“THE DIFFERENCE OF READING COMPREHENSION ABILITY BETWEEN MALE AND FEMALE STUDENTS AT THE SIXTH SEMESTER IN ENGLISH DEPARTMENT OF IAIN ANTASARI ACADEMIC YEAR 2014/2015.”**

B. Statement of Problems

Based on the background explained above, the researcher will investigate the statement of problems as follow:

1. How is the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015?
2. Is there any significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015?

C. Objective of Study

Based on the problem above, the purpose of this research can be set as follows:

1. To know the difference of reading comprehension ability between male and female students.
2. To find out the difference of reading comprehension ability between male and female students.

D. Hypothesis

In this research, the researcher uses hypothesis that purposes to give direction and give limit for the variable used. It must be tested to know the answer empirically. Arikunto (2010, pp.112-113) stated that it is necessary for the researcher to formulate the hypothesis of the study as follows:

1. Alternative Hypothesis (Ha)

There is a significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari.

2. Zero Hypothesis (Ho)

There is no significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari.

E. Assumption

According to the explanation above, the researcher presumes that there is the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari. This is because every student has different ability in learning, especially in learning reading.

F. Significance of Study

The result of this research is expected to have benefits, such as:

1. Enriching the researcher's knowledge and experience in this specific research.
2. Giving information about the difference of reading comprehension ability between male and female students.

3. Giving motivation to the teachers, especially for teachers who teach reading to improve their skill and method in teaching reading.
4. Providing information and consideration for future researchers.
5. Enriching literature of the library of Antasari State Institute for Islamic Studies.

G. Definition of Key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Difference: according to Oxford Learner's Pocket Dictionary(2008, p.123), definition of difference is the way in which two people or things are not like each other.It means that the term “differ” refers to the difference between two things is the amount by which one quantity is less than the other.
2. Reading comprehension: reading is a cognitive activity in which the reader takes part in a conversation with the author through the text while comprehension is all capacities, abilities knowledge and experiences that a person brings to act of reading. In overall, reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas.

3. Ability: according to Oxford Learner's Pocket Dictionary (2008, p.2), definition of ability is the mental or physical capacity, power or skill required to do something. So, ability is the quality or skill that you have which makes it possible for you in doing activities.

Based on the meaning above, in this research the researcher would like to find out the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

CHAPTER II

THEORITICAL REVIEW

A. Reading Skill

1. Definition of Reading

Reading is an activity that can add someone's knowledge about news or information and also some new vocabulary items. Reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another. Reading requires that the reader focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written. Reading is the basic skill required to develop students' understanding of the English language. It is useful because reading skill is a good activity for language students in processing language acquisition.

Reading is one the skill is very important in learning English, because in learning English especially in learning reading many students still have difficulties to understand the content of the text. In many second or foreign language teaching situations, reading receives a special focus. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for their study purposes.

According to 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. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Strategic reading is a method or approach used by the reader to get the purpose of reading. In strategic reading, readers use and select some strategies to gain comprehension about the text, where the readers develop their strategies and skills grow their abilities in reading process. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Fluent reading refers to the ability to read quickly, smoothly and with expression. To read fluently, a reader must understand how the symbols on the page (the letters) are related to the sounds of the language, how those sounds are blended together to form words, what the words mean and what the words together in a sentence mean. Reading smoothly is reading with the correct intonation and pronunciation. Reading with expression means that readers is not reading in a monotone with all words getting equal emphasis. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency and strategies combined together define the act of reading.

Reading requires active mental processing for communication to accrue. It means that understanding a piece of discourse involves much

more than just knowing the language. According to Harmer (1998, p. 68) described that reading texts offer good models for English writing. Good reading texts can give in interesting topics, stimulate discussion, debate and motivate imaginative responses for readers. Thus, reading as an interaction process refers to the interaction of many component skills and the type of the text can influence the readers' emotional so increase their interests and habits in reading.

2. Definition of Reading Comprehension

Reading comprehension is the technique for improving students' success in extracting useful knowledge from text. Reading comprehension is understanding a text that is read or the process of constructing meaning from a text. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Reading comprehension is the ability to understand the text well and to know the content of the text so the purpose of reading can be achieved. Reading comprehension involves much more than readers' response to the text. Klingner, Vaughn & Boardman (2007, p.8) defined that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and the text. In general, reading comprehension is a complex process in

which the readers use their ability to get information, it means that the readers must be able to comprehend the meaning of printed words.

Reading comprehension is main skill that taught by teacher to the students and one of the pillars of reading. Teachers should be able to teach reading comprehension because it is important skill for students. Reading comprehension is an interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is not just reading with aloud voice and fast, but reading comprehension is an act to understand the meaning of words, sentences and paragraphs as well as sense relationship among the ideas of the text. By having comprehension in reading, it means there is interaction between the readers and the text they read. The interaction will help them to understand the content of the text well.

Reading for comprehension requires more attention that just reading for enjoyment. It involves knowledge of vocabulary, understanding of sentence structure and syntax and ability to interpret the intentions of the writer. Reading comprehension skills increase the pleasure and effectiveness of reading. Reading comprehension skills help in all the other subjects and in the personal and professional lives. Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. Like vocabulary,

reading comprehension skills develop and improve over time through instruction and practice.

The comprehension processes that bring about these mental representations occur at multiple levels across units of language like word-level (lexical processes), sentence-level (syntactic processes) and text-level. Across these levels, processes of word identification, parsing, referential mapping and inference all contribute and interacting with the reader's conceptual knowledge to produce a situation model of the text. Skilled readers implicitly use strategies in comprehension. These strategies can be considered adjustments to reading procedures that reflect the reader's goals, the difficulty of the text or some combination of the two. For example, readers can slow down to increase their understanding of a text or speed up to search for information.

According to Gilakjani & Ahmadi (2011, p.147), the ability to understand the text is based not only on the reader's linguistic knowledge, but also on general knowledge of the world and the extent to which that knowledge is activated during processing. The results of all ESL/EFL studies and the view of reading comprehension as an interactive process between the reader and the text lead to several implications for the teachers. If the unfamiliar content of a text has an effect on reading comprehension, then it must be considered as a criterion in the selection of reading materials and in the evaluation

of reading comprehension. Our background knowledge and its pertinence to the text determine the ease or complexity of understanding that text. In other words, no matter how well the readers may know a language, they cannot read in that language with good comprehension if the subject matter or the content of the text is one they know absolutely nothing about.

According to Pearson (1991) there are two elements of reading comprehension: *vocabulary knowledge* and *text comprehension*. In understanding the text, the readers must be able to comprehend the vocabulary used in the text. In improving vocabulary skill, there are some effective techniques used for build it. They are computer-based vocabulary instruction program, story book reading or listening to others reading aloud, learning new words before reading a text, task restructuring and repeated exposure such as having the students encounter the same words in various contexts and substituting easy words for more difficult words. Text comprehension is more complex and varied than vocabulary knowledge. Readers use many different strategies to develop their comprehension. These strategies include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

Green, Christopher & Lam in Richards & Renandya (2002, p.277) discussed the importance of reading for comprehension is the main purpose for reading activity and to raise students' awareness about the main idea in a text for getting good comprehension. Therefore, comprehension in reading is very important to build our knowledge about new information from the text and to add some vocabulary items. It is also can help students to improve their skill in getting main ideas, making inferences and finding answers for detail questions in the text.

3. Principles of Teaching Reading

The principle is an approach used by the teacher to the students in teaching-learning process. It is used to help students in improving their skills. In teaching reading, according to Harmer (1998, pp. 70-71) there are some principles, they are:

a. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments. If we do not do these things, we only just scratch the surface of the text.

b. Students need to be engaged with what they are reading

Students who are not engaged with the reading text – not actively interested in what they are doing. They are less likely to be benefit

from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

- c. Students should be encouraged to respond to the content of a reading text, not just to the language*

It is important to study reading texts for the way they use language. But the meaning, the message of the text is just as important and teacher must give students a chance to respond to that message in some way. It is important that they should be allowed to express their feelings about the topic in the text.

- d. Prediction is major factor in reading*

Teacher should give students hints so that they can predict what's coming too. It will make them better and more engaged readers.

- e. Match the task to the topic*

The most interesting text can be undermined by asking boring and inappropriate questions and the most commonplace passage can be made exciting with imaginative and challenging tasks.

- f. Good teacher exploit reading texts to the full*

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Finally, principles of teaching reading provide many opportunities for students with an interest in teaching to develop skills,

strategies and techniques and also to promote the physical, emotional and intellectual development of students in the classroom.

4. Procedures of Reading Activities

Gilakjani & Ahmadi (2011, p. 143) suggested that the use of reading activities can promote strategies reading behaviors by students at pre-, while-, and post-reading stages. In turn, reading activities can promote interpretation of the text through the interaction between the reader and the text and thus play a vital role in schema activation in order to comprehend and interpret the text better.

a. Pre-Reading Activities

Pre-reading activities can help the students to active background knowledge and make connections, stimulate predictions and form a purpose for reading. Besides, pre-reading activities help students to prepare the reading activity by motivating them to read and also help them to recognize the topic, vocabulary and grammar structures in the text. Pre-reading activities are the following:

- Set a purpose for reading
- Motivated student to read
- Pre-teach key vocabulary and concepts
- Link students' background knowledge and experiences with the reading

- Relate the reading to students' lives (making connections)
- Build students' knowledge of the text features

In overall, pre-reading activities involve students in the themes, concepts and vocabulary of the text before they even open the article, textbook passage or piece of literature. Pre-reading activities help students to prepare the questions, make connection to the text and make predictions about the content of the text.

b. While-Reading Activities

While-reading activities can help the students to improve their ability to become more fluent in English, especially in the areas of speaking and reading and help them to focus on aspects of the text and understand it better. While-reading activities are the following:

- Ask students to identify the topic sentences and the main ideas of paragraphs
- Distinguish between general and specific ideas
- Encourage students to monitor their understanding while they read and to make notes of difficult words, concepts or ideas
- Guessing word meanings by using context clues
- Predicting the text contents
- Skim/scan a text for specific information

In while-reading activities students should be required to practice and apply the comprehension strategies to be a good reader so can help them to make sense of a text. Besides, while-reading activities make students more active in using some strategies in reading.

c. Post-Reading Activities

According to Klingner, Vaughn & Boardman (2007, p.108) in post reading activities can help students to identify concepts or words that were difficult and seek clarification. Post-reading activities are the following:

- Ask students to summarize the main point of passages as they read
- Ask students to retell the content of the text
- Allow students to formulate questions about what they've read and then to answer those questions
- Making conclusion and drawing inferences

So, in post-reading activities help students to stimulate their ability in clarifying, connecting, summarizing, evaluating and completing the exercise in reading. In post-reading activities also give opportunities in raising students' cognitive skill and concluding the key points after they have done the reading.

5. Genres of Reading

In reading skill, according to Brown & Abeywickrama (2007, pp. 225-226) there are some genres of reading as the following:

a. Academic Reading

- General interest articles (in magazines, newspapers, etc.)
- Technical report (e.g., lab reports, professional journal articles)
- Reference material (dictionaries, online encyclopedia, etc.)
- Textbooks, theses
- Essays, papers
- Text directions
- Editorial and opinion writing

b. Job-related Reading

- Messages (e.g., phone messages)
- Letters/e-mails
- Memos (e.g., job evaluations, project reports)
- Schedules, labels, signs, announcements
- Forms, applications, questionnaires
- Financial documents (bills, invoices, etc.)
- Directories (telephone, office, etc.)
- Manuals, directions

c. Personal Reading

- Newspapers and magazines
- Letters, e-mails, greeting cards, invitations

- Messages, notes, lists, blogs
- Schedule (train, bus, plane, etc.)
- Recipes, menus, maps, calendars
- Advertisements (commercials, want ads)
- Novels, short stories, jokes, drama, poetry
- Financial documents (e.g., checks, tax forms, loan applications)
- Forms, questionnaires, medical reports, immigration documents
- Comic strips, cartoons

In conclusion, reading provides many genres for us in choosing the book based on our purposes and preferences. In reading, reader's purpose is to get a new message about the text. By having many genres, reading had been become an important material in our life so it serves many benefits to access and share information.

6. Types of Reading

a. Intensive Reading

According Jeffries & Mikulecky (2004, p. 257), definition of intensive reading is an activity in which students carefully read the text and investigate together a reading passage commanded by the teacher. Intensive reading is that students usually read the short texts with directions or instructions from the teacher to help them to find out the meaning from the text and to improve their skill in

reading like analyzing the main ideas, getting detail information and developing knowledge about vocabulary and grammar.

Intensive reading is an important role in improving an appreciation of the English language and selected English literature. It means students can improve their ability to read the text with fluency and understanding. In intensive reading class, usually students are asked to answer some questions related the topic on the text.

Intensive reading activities are:

- Identify main ideas and details
- Making inferences
- Looking at the door of information and how it effects the message
- Identifying words that connect one idea to another
- Identifying words that indicate change from one section to another

The characteristics of intensive reading are:

- Read in detail to gain an understanding of all parts of the text
- Intensive reading instead of using single reading (using a variety of reading techniques such as scanning, skimming, reading comprehension and other techniques)

- Focus on linguistic or semantic details of a reading
- Focus on surface structure details such as grammar and discourse markers
- Train students to think critically and creatively
- Read carefully and full concentration
- Identify key vocabulary
- Aim is to build more language knowledge rather than simply practice the skill of reading

In conclusion, intensive reading involves students reading in detail with specific learning goals and tasks. In intensive reading, students cannot choose the topic they like. The topic is given by the teacher and usually short and easy to understand. Intensive reading also helps students to develop their critical thinking skills and as a booster to increase their reading comprehension. It means that the material of intensive reading involves students in the high degree of comprehension and need as much time as possible reading to build all the language skills in reading.

b. Extensive Reading

Harmer (2001, p. 210) stated that extensive reading is that students should be reading materials which they can understand the contents on an article or passage. In other word, extensive reading is an activity that focuses on the meaning and content of the text. In

extensive reading class, usually students are asked to write a summary about an article or passage. Brown & Abeywickrama (2010, p.229) also said that in extensive reading usually applies to texts of more than a page and including professional articles, essays, technical reports, short stories and books. It means in extensive reading text such as long article and books that are usually read outside a classroom hour. Extensive reading is essential for practicing and applying our reading skills and for developing all areas of language skill.

Extensive reading activities are:

- Reading may be combined with a writing component
- Class time reading
- Students may set their own goals for their next session
- A reading log (recording number of pages read and at what level)
- A reflection on what they noticed about their own reading
- A book report or summary
- A retelling of part of the text
- Book

The characteristics of extensive reading are:

- Students read as much as possible
- A variety of materials on a range of topics is available
- Students select what they want to read

- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar
- Reading is individual and silent
- Reading speed is usually faster than slower
- The teacher is a role model of a reader for the students
- The purposes of reading are usually related to pleasure, information and general understanding

In conclusion, extensive reading involves students reading long text for general understanding with the enjoying the text. In extensive reading, students are given freedom to choose the topic they like and interested to be discussed. Extensive reading also improves students' general language competence and knowledge of vocabulary. Besides, it also helps students to build confidence with extended texts, help to develop their prediction skills in comprehending the content of the long text with a variety of text types and topics and lead to improvement in writing.

7. Techniques of Teaching Reading

a. Scanning

According to Brown & Abeywickrama (2010, p.249), scanning is a strategy used by all readers to look relevant information from the text. Scanning refers to looking only for the specific information in the text. For scanning to be successful,

readers need to understand how the material is structured as well as comprehend what they read so they easy to find the specific information they need. Scanning also allows readers to find details and other information. Scanning is very useful in finding specific information. The most important benefit of scanning is help readers to become a more flexible reader.

b. Skimming

According to Brown & Abeywickrama (2010, p.253), skimming is a prediction strategy used to give a reader a sense of the topic and purpose of the text. Skimming refers to looking only for the general or main ideas in the text. Skimming takes place in while reading and allow readers to look details in addition to the main ideas. Skimming will help readers to find the information quickly. By skimming, readers can quickly to look the information they haven't mastered yet. Skimming is a useful technique to get main ideas in reading activity.

c. Guessing

Guessing is a technique used by readers to infer the meaning or content of unknown words from the context and the word form. Jeffries & Mikulecky(2004, p.53) said that guessing is the best technique in reading because it helps us to increase our comprehension to focus on the general sense of what we are

reading and help build our vocabulary knowledge because we are more likely to remember the words in a text.

d. Predicting

Predicting is the way to predict the words, sentences and paragraph in a passage to assume the meaning that unknown. The benefits of predicting for students in reading activity are can help students become actively and help them to keep their interest level high, help students to ask questions while they are reading, encourage students to skim of the story to better understand about the text and serve a way for students to improve their understanding about the material.

8. Purposes of Reading

Glendinning & Holmstrom (2004, p. 27) concluded that when someone read, it is important that have a clear purpose. Having a clear purpose helps readers to narrow the choice of book from a reading list, to locate the most useful part of a text for their needs and to ignore those parts, which will not help them. Learning and pleasure are the purposes of reading.

Jeffries & Mikulecky (2004, p.266) identified that reading for learning is the way to read faster because it is a key in increasing language skills. There are two principal reasons for this. First, many ESL/EFL students take three to four times longer than native-language

students to complete reading assignment, which means that they have little time left to reflect on and assimilate what they have read. Second, it leads to better comprehension. When readers are reading faster, the eyes cannot focus on every word, they must focus on groups of words together. This makes it much easier for the brain to reconstruct the meaning. Furthermore, since reading faster forces the reader to skip unknown or nonessential words, the brain can concentrate better on the general meaning of the text.

Besides, Jeffries & Mikulecky (2004, p.3) also identified that reading for pleasure is the key to raising our English such as to raise grammar, vocabulary item and learn more about good writing. In general reading for pleasure, it can help readers to increase their comprehension, improve reading speed, improve writing and vocabulary and acquire more knowledge. Reading for pleasure also motivates students to master a new reading strategy and add their vocabulary skill. Besides, there are two main points why reading for pleasure in improving our English. First, it gives readers an opportunity to have lots of contact with the language. Second, it serves readers to build on their personal knowledge of English. In general, the purposes of reading included to search for information, for general comprehension, to learn new information and to synthesize and evaluate information.

B. Gender Differences

1. Definition of Gender

The term gender refers to the differences on the economic, social and political fields related with male and female. It means that male and female differ in the activities they do in daily life. Males have physical stronger than females and then they are better at mechanical abilities. Usually most of female grows faster than male. Females are achiever higher results in doing something. This can be connected to the development towards a more equal society where women are becoming a greater part of the job market. Females are likely to be motivated more by easy assignments and encouragement. Males are more interested in challenge, while for females the feeling of achievement is more important.

According to McGeown, Goodwin, Henderson & Wright (2012, pp. 328-329), sex refers to biological differences between males and females while gender refers to more to the characteristics commonly associated with being male or female. Gender is a main factor that influences education results. Gender is also is more important than ethnicity and social class if parents' education and profession do influence students' education results. Students with higher social background will achieve higher grades, but gender differences are the same in all social classes and all regions.

In addition, male and female differ in doing activities such as in accessing and controlling of resources. Both of them have characteristics each other. For instance, male and female have different in physical, strength and behavior because their innate biological differences. In general, males see the world in terms of object, ideas and theories. Females tend to see the world in personal and moral items. Males are led to be breadwinners, work-oriented and heads of the family. Females are prepared to be nurturers, caregivers and family-oriented.

2. Gender Differences in the Classroom

Gender differences in the classroom refer to differ between male and female students in doing activities at school, college and university. Male and female students tend to have different speaking styles in the classroom. Male students speak more frequently and longer in class discussion and they are more to blurt answers without raising their hands or being recognized by the instructor. Many female students feel uncomfortable having their ideas evaluated publicly. Many prefer to work with others to solve problems. Not only are female students are less likely to take part in class discussion, but when they do, these students are more likely to be interrupted before they complete their response, usually by other female students and their statements less loudly and at less length. Although males tend to

dominate classroom discussion, this of course does not mean that all males speak up. In addition, male and female students tend to have different attitudes toward their own abilities and different ways of dealing with failure.

As Kimmel in Martinsson's research (2007) about pupils' reading comprehension ability of English newspaper articles described that gender differences on the effect of interest and reading habits of newspaper and English texts in the classroom between male and female students as the following statement:

“The interplanetary theory of gender tells us that boys and girls are fundamentally and categorically different, that boys excel in science and math, play violently in the playgroup, and shout out in class; girls, on the other hand sit quietly, speak softly, play gingerly, and excel in French and in literature. And in the same time, of course, we sit in the same classroom, read the same books, listen to the same teachers, and are supposedly graded by the same criteria.” (p. 7)

In the statement above, it explains that male students more active than female students in the classroom. In the classroom is dominated by males and also teachers give more attention to males than to females. Actually, there is no difference between male and female students in the classroom that get more attention by teacher, all of the students are same in the classroom. It is common there are a few male students who are noisy and take up a lot of attention in the classroom.

3. Gender Differences in Reading Comprehension Ability

Reading is an important part of language teaching and there are many theories about the importance of reading ability and how to work with it in class. Male and female students tend to differ in their habits and interests reading. Female more read than male and have better ability in reading. In learning reading, usually female students used skimming technique to improve their memorization about important ideas in the text and get better comprehension in understanding the content of the text.

According to Oxford in Wei Wei's research (2009) about the relationship between gender differences and reading comprehension ability in Chinese students found that gender differences in reading comprehension ability as the following statement:

“Males tend to be more analytic while females tend to be more global in their approach to language learning. Males adhere more to rules while females adhere more to cultural differences. Furthermore, males and females may use the same number of strategies in language learning but females are more skillful at applying these strategies qualitatively.” (p. 9)

Based on statement above, Wei Wei (2009, p. 18) in her research conclusion also revealed that female students are more global and prefer guessing meaning from context while male students are more analytic and attend more to words. In other words, females use more top down strategies and male more bottom-up strategies

when reading a text. Females in the study were better in practicing from top to bottom and from bottom to top in their interaction with the reading passages.

Not only Wei Wei analyzed how gender differences in reading comprehension ability in her research but also according to Dolittle and Welch (1989) in Al-Shumaimeri's research about the difference between male and female students of English as a foreign language in the comprehension performance of gender-neutral texts in Saudi Arabia also found that gender differences in reading comprehension ability on the for items associated with specific passages, reporting that females have score higher than males with humanity topic reading passages, but lower than male with science topic reading passages. It means that the topic is related with everyday life is easy to understand and the language is simple, there are not many complex clauses or other features that make the text difficult to read and to understand.

So, the topic is related with science usually the vocabulary is a bit more difficult to understand for the students and also there are some difficult words that are not regularly part of everyday language but more academic that contains some specific terms within the topic that not be known because this topic about a study.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is field research by using quantitative approach that purposes to find out the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari which is the researcher comes to the campus directly to examine students' reading comprehension ability by using test. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

B. Research Setting

This research is conducted in Antasari State Institute for Islamic Studies Banjarmasin. This college is located on A.Yani street km. 4,5. This is one of the colleges Islamic in South Kalimantan. In this research, the researcher takes place at the sixth semester students in English Department of Tarbiyah and Teachers Training Faculty of IAIN Antasari academic year 2014/2015.

C. Population and Sample of the Research

1. Population of the Research

The population of this research is a group of English students who are at the sixth semester in English Department of Tarbiyah and Teachers Training Faculty of IAIN Antasari academic year 2014/2015. The total population of this research are 115 people.

The populations of the students are divided into four classes as seen the following table:

Table 3.1 Population of the Research

Class	Sex		Total
	Male	Female	
A	10	21	31
B	7	23	30
C	11	20	31
D	9	14	23
Total	37	78	115

2. Sample of the Research

Based on the population above, the researcher uses purposive random sampling technique in this research to get samples at the sixth

semester students in English Department of IAIN Antasari. This technique purposes to find out the difference of students' ability in reading comprehension. The samples of this research are 40 students. Sample is part of number and characteristic of population.

The sample can be seen in the following table:

Table 3.2 Sample of the Research

Class	Sex		Total
	Male	Female	
A	5	5	10
B	5	5	10
C	5	5	10
D	5	5	10
Total	20	20	40

D. Data and Source of Data

1. Data

- a. The data about students' ability in reading comprehension at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

- b. The data about the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

2. Source of Data

The researcher collects the data from the sources as the following:

- a. Respondents: all of the students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.
- b. Informants: chief, lecturers administration staffs of English Department of IAIN Antasari
- c. Documents: all written resources which supports the research

E. Data Collection Procedure

The techniques used by the researcher in collecting the data are test and documentary.

1. Test

This test used to gather the data about the difference between male and female students in reading comprehension ability. This test consists of questions about reading comprehension in a form of multiple-choice which students tested to choose the correct answer

from four options answer that provided by the researcher in answer sheet.

2. Documentary

In this research, the researcher uses two kinds of document, they are:

- a) Special Document : the question test and students' answer sheets.
- b) General Document : all written reports for the research such as description about research location, chief of English Department, English lecturers, administration staff and students.

Table 3.3 Data, Sources of Data and Techniques of Data Collecting

No	Data	Source of Data	Techniques of Data collecting
1.	<p>Primary Data</p> <p>The data in this research is related to the statement of problem, they are:</p> <p>a. The data about students' ability in reading comprehension at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.</p> <p>b. The data about the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.</p>	<p>Students</p> <p>Students</p>	<p>Test</p> <p>Test</p>

Table 3.3 (Continued)

2.	<p>Secondary Data</p> <p>To complete primary data, the researcher also collects the secondary data is related to the research location as the following:</p> <p>a. Brief history of English Department of IAIN Antasari</p> <p>b. Description about the lecturers, the students, administration staff and condition of campus facilities of English Department of IAIN Antasari</p>	<p>Document</p> <p>Document</p>	<p>Documentary</p> <p>Documentary</p>
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F. Design of Measurement

Design of measurement of this research is to observe the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year

2014/2015. In collecting the data about the difference of reading comprehension ability between male and female students, the researcher uses written test, it is taken from internet and book that consists of 25 questions about reading comprehension. The type of written test given by the researcher for students is multiple-choice. The highest score of the test is 100 points and the lowest score is 0 with each question has 4 points. The researcher uses the following formula:

- Correct answer given score = 4
- Maximum score = 100

$$\text{Students' score} = \frac{\text{Total of students' correct answer} \times 100}{\text{Maximal score}}$$

To determine the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015 and to gain the mean score from each major, the researcher uses the following formula:

$$M = \frac{\sum X}{N}$$

Note:

M = Average number of mean

$\sum x$ = Total of score

N = Total of sample

G. Data Analysis Procedures

In processing the data, the researcher uses four techniques, they are:

1. Editing

This technique is used for the purpose of re-examining all collected data to ensure whether they have already completed or not.

2. Scoring

This technique is used to measure the students' ability in reading comprehension.

3. Tabulating

This technique is used to compose and put the data into a table. The researcher is collected data by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency of answer from respondents

N = Total number of respondents

4. Interpreting

This technique is used to interpret the students' score in reading comprehension ability based on the percentage.

Table 3.4 Interpretation Result of the Test (Sudijono, 2003, p.372)

No.	Score	Categories
1	80 – 100	Excellent
2	60 - <80	Good
3	40 - <60	Fair
4	20 - <40	Poor
5	0 - <20	Very Poor

After collecting and processing the data, the researcher takes conclusion by using “t” or “t-test” formula. As a Sudijono (2012) stated that:

“Tes “t” atau “t-test” adalah salah satu tes statistik yang dipergunakan untuk menguji kebenaran atau kepalsuan hipotesis nihil yang menyatakan bahwa diantara dua buah Mean Sampel yang diambil secara random dari populasi yang sama tidak terdapat perbedaan yang signifikan.”(p.278)

In “t” or “t-test” formula, there are two hypotheses used to predict the problem of the research, are:

- a. Ho (Zero Hypothesis) will be rejected and Ha (Alternative Hypothesis) will be accepted if t-count is higher than t-table.
- b. Ho (Zero Hypothesis) will be accepted and Ha (Alternative Hypothesis) will be rejected if t-count is lower than t-table.

Then, there are 7 steps to process the data until the answer will be gotten, including:

1. The researcher counts the mean of each major by using the following formula:

$$M = \frac{\sum x}{N}$$

2. The researcher counts standard deviation of each major by using formula:

$$SD = \sqrt{\frac{\sum x^2}{(N-1)}}$$

3. The researcher counts standard error of mean from each major by using formula:

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

4. The researcher counts standard error for comparative by using formula:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

5. The researcher counts t-test by using formula:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

6. The researcher looks at the t table by counting the degrees of freedom:

$$df/db = N_1 + N_2 - 2$$

7. The researcher makes a conclusion
- a. If $t\text{-count} > t\text{-table}$ = H_0 (Zero Hypothesis) will be rejected and H_a (Alternative Hypothesis) will be accepted.
 - b. If $t\text{-count} < t\text{-table}$ = H_0 (Zero Hypothesis) will be accepted and H_a (Alternative Hypothesis) will be rejected.
 - Consulting score of “df/db” with “t-table”
 - In significant degrees t-table 5 %
 - In significant degrees t-table 1 %

Note:

M	= Average number of mean
$\sum x$	= Total of score
N	= Total of sample
SD	= Standard of derivation
SE_M	= Standard error of mean
SE_{M1-M2}	= Standard error of both samples
t	= Students' “t” test score
df/db	= Degree of freedom
N_1	= Number of male students
N_2	= Number of female students
2	= Value of degree of freedom for variable

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Male and Female Students' Ability of Reading Comprehension

To know more result of male and female students' reading comprehension scores, the researcher tested them by using written test. In this test, the researcher uses multiple-choice that consists of 25 questions about reading comprehension. The students answered 25 questions for 60 minutes. Every question has 4 points and if the students can answer all questions correctly, they can get maximum score is 100 points.

For more detail information, the result can be seen in the table below:

Table 4.1 The Result of Male Students' Reading Comprehension Scores

No.	Name	Score
1	Hasbi	72
2	Hamli	72
3	M. RifqyRujani	68
4	Zainuddin	64
5	Andhika Dharma Putra	60
6	M. Rahim	52
7	M. Arinal Rahman	40
8	Syaifuddin	36
9	Ahmad Syafaat	40

Table 4.1 (Continued)

10	M. Saidi Rahman	40
11	AdjiRidwan Ahmad	32
12	M. As'ad	32
13	M. Habibie	32
14	Ahmad Munadi	36
15	M. Nasir Mi'rajJuddin	40
16	Suharudin	52
17	Rizal Amrullah	40
18	Ahmad Kastalani	64
19	Willy Kurniawan	68
20	Uzi Ilman	88
Total		$\Sigma x = 1028$

Table 4.2 The Result of Female Students' Reading Comprehension Scores

No.	Name	Score
1	CiciTriyana	76
2	RoqayyahAzkiya	72
3	MutiaFauziah	72
4	SitiAuliaRahma	68
5	YuyunNailufer	68
6	Rusmawati	20
7	Tina Hardiyanti	36
8	Arbainah	32
9	Junaidah	28
10	LailatulAzkia	32
11	Muliani	68
12	RiniKurniati	64
13	Dahlia	68
14	Rusmilawati	60
15	SitiMarpuah	60
16	Maslina	88
17	Salina AhdiaFajrina	40
18	Ratna Sari	48
19	Zafirah	52
20	RabiatulAdawiyah	64
Total		$\Sigma y = 1116$

From the data above, it shows the score of reading comprehension ability of male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015. The highest reading comprehension score of male students is 88 and the lowest score is 32. The accumulated is 1028. The highest reading comprehension score of female students is 88 and the lowest score is 20. The accumulated score is 1116.

Table 4.3 The Frequency Distribution of Reading Comprehension Ability of Male Students at the Sixth Semester in English Department of IAIN Antasari Academic Year 2014/2015

No.	Score	Frequency	Percentage	Category
1	80 – 100	1	5%	Excellent
2	60 - <80	7	35%	Good
3	40 - <60	7	35%	Fair
4	20 - <40	5	25%	Poor
5	0 - <20	0	0%	Very Poor

Table 4.4 The Frequency Distribution of Reading Comprehension Ability of Female Students at the Sixth Semester in English Department of IAIN Antasari Academic Year 2014/2015

No.	Score	Frequency	Percentage	Categories
1	80 – 100	1	5%	Excellent
2	60 - <80	11	55%	Good
3	40 - <60	3	15%	Fair

Table 4.4(Continued)

4	20 - <40	5	25%	Poor
5	0 - <20	0	0%	Very Poor

To know reading comprehension ability of male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015, the researcher uses the accounting of mean formula as follows:

$$M_1 = \frac{\sum x}{N} = \frac{1028}{20} = 51.4$$

M_1 = mean score of male students

$$M_2 = \frac{\sum y}{N} = \frac{1116}{20} = 55.8$$

M_2 = mean score of female students

Based on the frequency result and mean score above, reading comprehension ability of male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015 can be concluded in fair category.

2. The Difference of Reading Comprehension Ability between Male and Female Students

To get the result of the test, the researcher counts it by using t-test formula to know the Standard Deviation value of male and female students that can be seen in the following table:

Table 4.5 Accounting of Standard Deviation of Reading Comprehension Ability of Male Students

No.	Name	X	X	x ²
1	Hasbi	72	20.6	424.36
2	Hamli	72	20.6	424.36
3	M. RifqyRujani	68	16.6	275.56
4	Zainuddin	64	12.6	158.76
5	Andhika D. P	60	8.6	73.96
6	M. Rahim	52	0.6	0.36
7	M. Arinal R	40	-11.4	129.96
8	Syaifuddin	36	-15.4	237.16
9	Ahmad Syafaat	40	-11.4	129.96
10	M. Saidi R	40	-11.4	129.96
11	AdjiRidwan A	32	-19.4	376.36
12	M. As'ad	32	-19.4	376.36
13	M. Habibie	32	-19.4	376.36
14	Ahmad Munadi	36	-19.4	237.16
15	M. Nasir M. J	40	-11.4	126.96
16	Suharudin	52	0.6	0.36
17	Rizal Amrullah	40	-11.4	129.96
18	A.Kastalani	64	12.6	158.76
19	Willy K	68	16.6	275.56
20	Uzi Ilman	88	36.6	1339.56
Total		$\Sigma x = 1028$		$\Sigma x^2 = 5017.67$

Table 4.6 Accounting of Standard Deviation of Reading Comprehension Ability of Female Students

No.	Name	Y	Y	y ²
1	CiciTriyana	76	20.2	408.04
2	RoqayyahAzkiya	72	16.2	262.44
3	MutiaFauziah	72	16.2	262.44
4	SitiAuliaRahma	68	12.2	148.84
5	YuyunNailufer	68	12.2	148.84
6	Rusmawati	20	-35.8	1281.64
7	Tina Hardiyanti	36	-19.8	392.04
8	Arbainah	32	-23.8	566.44
9	Junaidah	28	-27.8	772.84
10	LailatulAzkia	32	-23.8	566.44
11	Muliani	68	12.2	148.84
12	RiniKurniati	64	8.2	67.24
13	Dahlia	68	12.2	148.84
14	Rusmilawati	60	4.2	17.64
15	SitiMarpuah	60	4.2	17.64
16	Maslina	88	32.2	1036.84
17	Salina Ahdia F	40	-15.8	249.64
18	Ratna Sari	48	-7.8	60.84
19	Zafirah	52	-3.8	144.44
20	RabiatulA	64	8.2	67.24
Total		$\Sigma y = 1116$		$\Sigma y^2 = 6639.2$

Then, to know the difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015, the researcher uses “t-test” formula as follows:

The mean score of reading comprehension ability between male and female students can be seen the following:

$$M_1 = \frac{\sum x}{N} = \frac{1028}{20} = 51.4$$

$$M_2 = \frac{\sum y}{N} = \frac{1116}{20} = 55.8$$

M_1 = Calculating mean of male students' reading
comprehension scores

M_2 = Calculating mean of female students' reading
comprehension scores

After the mean score have been calculated, to know the value of standard deviation of each major can be seen as follows:

$$SD_1 = \sqrt{\frac{\sum x^2}{(N-1)}} = \frac{\sqrt{5017.67}}{(20-1)} = \sqrt{264.08} = 16.25$$

$$SD_2 = \sqrt{\frac{\sum y^2}{(N-1)}} = \frac{\sqrt{6639.2}}{(20-1)} = \sqrt{349.43} = 18.7$$

SD_1 = Standard Deviation of male students' reading
comprehension scores

SD_2 = Standard Deviation of female students' reading
comprehension scores

Then, to know the standard error of mean from each major can be calculated as the following formula:

$$SE_{M_1} = \frac{SD}{\sqrt{N_1-1}} = \frac{16.25}{\sqrt{20-1}} = \frac{16.25}{\sqrt{19}} = \frac{16.25}{4.36} = 3.727$$

$$SE_{M_2} = \frac{SD}{\sqrt{N_2-1}} = \frac{18.7}{\sqrt{20-1}} = \frac{18.7}{\sqrt{19}} = \frac{18.7}{4.36} = 4.288$$

SE_{M_1} = Standard Error of mean from male students' reading comprehension scores

SE_{M_2} = Standard Error of mean from female students' reading comprehension scores

After that, to count the standard error for comparative can be used the formula as follows:

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{3.727^2 + 4.288^2} \\ &= \sqrt{13.890 + 18.386} \\ &= \sqrt{32.276} = 5.681 \end{aligned}$$

To make a conclusion by using t-test formula can be counted as follows:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}} = \frac{51.4 - 55.8}{5.681} = \frac{-4.4}{5.681} = -0.77$$

Finally, to look the degrees of freedom can be seen in the following:

$$df/db = (N_1 + N_2) - 2 = (20 + 20) - 2 = 38$$

- Consulting score of “df/db” with “t-table”
 - In significant degrees t-table 5 % = 2.02
 - In significant degrees t-table 1 % = 2.71

By counting the degrees of freedom above, the researcher finds the score of df (degrees of freedom) which is 38, the researcher uses nearest df in the table, that is df at 40.

So, based on the explanation of the formulas above, it is clearly seen that t-count (-0.77) < t-table 5% (2.02) < t-table 1% (2.71). T-table is higher than t-count. It means that Ho (Zero Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected. By this result, the researcher concludes that Ha is rejected.

B. Discussion

After presenting the data, the researcher analyses all the obtained data to giving some consideration on the research.

1. Male and Female Students' Ability of Reading Comprehension

Based on the result of the test on the table 4.1 and 4.2, the highest score of the test of male students in reading comprehension is 88 and the lowest score is 32 with the accumulated score is 1028 while the highest score of the test of female students in reading comprehension is 88 and the lowest score is 20 with the accumulated score is 1168.

From the table 4.1 and 4.2 shows that the highest scores of both of them are same, but for the lowest scores are different. The highest score of both of the students are 88. Moreover, the lowest score of the test of male students in reading comprehension ability is 32 while the lowest score of the test of female students in reading comprehension ability is 20.

The presented data on the table 4.3 indicates that from 40 male students who followed the test there is 1 student (5%) who score is around 80-100 that classified in excellent category. There are 7 students (35%) whose score are around 60-<80 that classified in good category. There are 7 students (35%) whose score are around 40-<60 that

classified in fair category. There are 5 students (25%) whose score are around 20-<40 that classified in poor category and there is no student who score that classified in very poor category.

The presented data on the table 4.4 also indicates that from 40 female students who followed the test there is 1 student (5%) who score is around 80-100 that classified in excellent category. There are 11 student (55%) whose score are around 60-<80 that classified in good category. There are 3 students (15%) whose score are around 40-<60 that classified in fair category. There are 5 students (25%) whose score are around 20-<40 that classified in poor category and there is no student who score that classified in very poor category.

Besides, the researcher also found a difference mean score of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015. The mean score of male students in reading comprehension is 51.4 while the mean score of female students in reading comprehension is 55.8. However, both of male and female students' reading comprehension abilities are in fair category.

In the Journal of Human Resource Studies, according to Shahmohammadi (2011, pp.12-13) also found a difference score between male and female students in reading comprehension ability. In his research about gender difference in reading comprehension ability

based on materials or types of text mentioned that a text which is masculine in nature, that is it is about a topic which is a favorite of male, will activate the schemata of males more than females. A content schema is knowledge relative to the content domain of the reading passage that the reader brings to text. In gender differences for items associated with specific passages, reporting that females scored higher than males with humanities-oriented reading passage. Males scored significant better on the multiple choice comprehension items for essay about laser thermometers, volcanoes, cars and football player. Females achieved significantly higher scores on the comprehension tests for essay on text topics such as midwives, a sad story and a housewife's dilemma. This result demonstrates that passage content clearly influence how well male and female readers process meaning of real text.

2. The Difference of Reading Comprehension Ability between Male and Female Students

To know the difference of ability between male and female students in reading comprehension, the researcher counted t-count by using of 5% and 1% of significant degrees. The result showed that t-count (-0.77), while the value of 5% (2.02) and 1% (2.71) in the degrees of freedom. Based on the result above, it is concluded that the value t-count (-0.77) < t-table (5% = 2.02 and 1% = 2.71). It shows

that H_0 (Zero Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected which means there is no significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

This finding is accordance with the result of USAID (United States Agency International Development) in analyzing reading skills and gender of EGRA (the Early Grade Reading Assessment) also said that there is no significant gender difference in reading was found. In EGRA also found the reading fluency and comprehension section that describes how well children are able to read and comprehend a short narrative text passage targeted for the second-grade level. Overall, EGRA results have shown no significant differences in the percentages of boys and girls who can read with at least 80% comprehension by the end of the second-grade level(the early of third-grade). As a result, EGRA examined that there is no significant gender difference in the development of reading skills in the early of third-grade. EGRA also suggest that gender disparities in early of grade 3 reading skills need to be analyzed taking the specific context into account.

Based on the result of analyzing in reading skills and gender of EGRA above, it shows that no significant gender difference of reading comprehension between male and female students in the end of

second-grade level (the early of third-grade level). As the same on the students at the sixth semester in English Department of IAIN Antasari, the researcher also found there is no significant gender difference in reading comprehension ability because the researcher takes the general topic in making written test for them not specific topic such as narrative, descriptive, explanation, procedure text, etc. Consequently, there is no significant difference of reading comprehension ability between male and female students.

In conclusion, it shows that there is no significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

BAB V

CLOSURE

A. Conclusion

Based on the research result of the difference of reading comprehension ability between male and female students at the sixth semester in English department of IAIN Antasari academic year 2014/2015, the researcher can conclude this following conclusion:

1. The result of this research states that there is a different score in reading comprehension between male and female students at the sixth semester. The mean score of male students is 51.4 while the mean score of female students is 55.8. But, both of them are in Fair Category.
2. The result of the counting by using t-test is -0.77 with t-table at df (degrees of freedom) 38 in the significant degrees 5% = 2.02 and 1% = 2.71. It shows that H_0 (Zero Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected. Based on the result, it can be concluded that there is no significant difference of reading comprehension ability between male and female students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015.

B. Suggestions

From conclusion above, the researcher gives some suggestions as the following:

1. For students at the sixth semester in English Department of IAIN Antasari academic year 2014/2015 expected to study hard, read more and more and 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.
2. For reading English lecturers expected to improve their methods and techniques in teaching reading by using various ways to make better teaching-learning process in the classroom. For example by using media as a 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.
3. For chief, all English lecturers and administration staff of English are expected can share and transfer information to support lecturers' performance in the classroom, to improve students' ability to achieve the goal of learning and to increase the facilities of campus so students feel comfortable and more energetic in learning.