

**A STUDY ON GENDER-BASED INDIVIDUAL DIFFERENCES AND  
READING STRATEGIES ON READING COMPREHENSION  
AT UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



by:

**MAULIDA YUNISWATI**  
**NIM : 201410560211030**

**DIRECTORATE OF POSTGRADUATE PROGRAM**  
**UNIVERSITY OF MUHAMMADIYAH MALANG**  
**January 2019**

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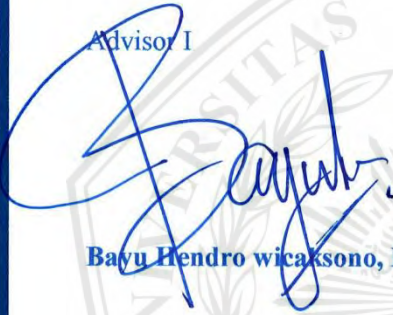
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# THESIS

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**MAULIDA YUNISWATI**  
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Has been examined in front of examiners  
On **Thursday, 17 January 2019** and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
in Postgraduate Program of University of Muhammadiyah Malang

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## LETTER OF STATEMENT

I, the undersigned :

Name : **MAULIDA YUNISWATI**  
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Study Program : **Master of English Language Education**

Hereby, declare that :

1. The thesis entitled : **A STUDY ON GENDER-BASED INDIVIDUAL DIFFERENCES AND READING STRATEGIES ON READING COMPREHENSION AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17 January 2019

The Researcher,



**MAULIDA YUNISWATI**

## ACKNOWLEDGEMENT

My deepest gratitude goes upon The Lord of Almighty for his blessing and mercy. This thesis can only be completed due to help from many people whom He sends in my life. Therefore, I would like to express my deepest gratitude for all of them who have patiently worked and supported behind this thesis writing.

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The Writer

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## ABSTRACT

Yuniswati, Maulida.2019. *A Study on Gender-Based Individual Differences and Reading Strategies on Reading Comprehension at University of Muhammadiyah Malang*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Bayu Hendro Wicaksono, M.Ed., Ph.D., (II) Dr. Hartono, M.Pd.

**Keywords:** gender, reading strategies, reading comprehension

In general, this study is to reveal the impact of individual differences toward reading comprehension. For the limitation of the study, the researcher involves gender and reading strategies as the exogenous variables (independent variables) and reading comprehension as the endogenous variable (dependant variable).

This study is quantitative employing t-test independent sample and regression. The subjects of the study are 152 students at University of Muhammadiyah Malang. The procedure to collect the data in this study involved two kinds of instruments which were a set of test and a set of questionnaire. The test is used to collect the data related to the students reading comprehension. Meanwhile, the questionnaire is distributed to participants in order to find out reading strategy used by the participants. All the data obtained from the participants are statistically calculated, analyzed and described by utilizing SPSS 16.0.

Based on the data analysis, it revealed that the female students performed better than their female counterparts as the mean score showed 68.1184 and 58.9342 respectively. In addition, in terms of reading strategies, 64 students out of 152 were high user of reading strategies; their score ranged from 102-105. Furthermore, the vast majority of the students showed either medium or satisfactory level in reading comprehension, 30.3 per cent and 35.5 per cent respectively. The correlation coefficient between students' reading strategies and their reading comprehension ability was .58. It means that there a significant or positive correlation between both of them.

Due to several weaknesses found in this study, several recommendations are made for the future researchers who have interest to conduct similar studies. First, in terms of the sampling, this study involves only 152 participants, further study needs to involve bigger number of participants, especially by fulfilling the recommended ration of sampling with 20:1 ratio. Using the proposed number of the participants may avoid bias to the results of the study. Furthermore, in terms of the sampling techniques, the future researchers are suggested to use random sampling techniques in order to provide more generalized findings. . Furthermore, future researchers are suggested to consider other factors of individual differences such as age, aptitude, motivation, learning styles, or personality to provide more meaningful interpretation.



## ABSTRACT

Yuniswati, Maulida.2019. *A Study on Gender-Based Individual Differences and Reading Strategies on Reading Comprehension at University of Muhammadiyah Malang*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Bayu Hendro Wicaksono, M.Ed., Ph.D., (II) Dr. Hartono, M.Pd.

**Keywords:** gender, strategi dalam membaca, kemampuan membaca

Secara umum, penelitian ini bertujuan untuk meneliti dampak dari perbedaan individu dalam kemampuan membaca. Variabel yang dilibatkan dalam penelitian ini meliputi gender dan strategi dalam membaca (variabel bebas) dan kemampuan membaca (variabel terikat).

Penelitian ini adalah penelitian kuantitatif dengan menggunakan T-test dan analisis regresi. Sebanyak 152 mahasiswa Universitas Muhammadiyah Malang dilibatkan dalam penelitian ini. Untuk mengumpulkan data, dua macam instrumen digunakan yaitu test dan kuesioner. Keseluruhan data yang diperoleh dari partisipan akan diukur, dianalisis dan diinterpretasi secara statistik dengan menggunakan SPSS 16.0.

Hasil penelitian menunjukkan bahwa mahasiswa perempuan memiliki kemampuan membaca yang lebih baik daripada mahasiswa laki-laki dengan skor rata-rata 68.1184 dan 58.9342. Disamping itu, 64 mahasiswa dikategorikan sebagai pengguna strategi membaca yang tinggi, skor strategi membaca diantara 102-105. Selain itu, sebagian besar mahasiswa memiliki kemampuan membaca yang rata-rata sampai memuaskan dengan persentasi 30,3 persendan 35.5 persen. Koefisien korelasi antara strategi membaca dan kemampuan membaca adalah 0,58 yang berarti ada korelasi positif antara strategi membaca dan kemampuan membaca.

Berdasarkan hasil dan keterbatasan penelitian ini, penelitian selanjutnya disarankan untuk melibatkan lebih banyak partisipan dengan rasio perbandingan 20:1 untuk menghindari bias, karena penelitian ini melibatkan 152 partisipan. Disamping itu, penelitian selanjutnya disarankan untuk melibatkan lebih banyak variabel seperti usia, kesukaan, motivasi, gaya belajar atau kepribadian untuk memberikan interpretasi yang lebih bermakna.

## **INTRODUCTION**

### **Background of the Study**

The ability to read and comprehend either printed or online materials is almost indispensable in today's era. The need is strongly felt in the academic domain, specifically in universities where a great deal of references is written in English. As a matter of fact, students are required to master the ability not only to read in their native language, but also to read and understand material written in English (Alwasilah, 1997). In line with Alwasilah (1997), Alderson (2000) claimed that reading ability has become an unseparated skill in academic context and it is equally useful outside the class. Indeed, comprehending academic text is fundamental for students to achieve their success in learning.

In Indonesia, students at tertiary level education are expected to develop their knowledge and competence. However, empirically The International Association for the Evaluation of Educational Achievement (2003) reveals that Indonesian students are just capable of mastering 30% material and find difficulty in academic reading text.

Considering factors affecting either the failure or the success of individual's performance in learning, Bachman (1990) and Zafar & Meenaksi (2012) claimed that individual differences are expected to be the predominant factors in second language acquisition (SLA). Leaver and Oxford (2003) also clarify other aspects of individual differences including aptitude, gender, age, and other demographic variables which are expected to be the influential ones. Another classification of individual differences is stated by Al-Shboul, Ahmad, Nordin & Rahaman (2013). In their claim (2013), it is stated that SLA researchers

classified individual differences into three categories; cognitive factors (including the students' intelligence, language aptitude, language learning strategies, previous learning experience), affective factors (the students' personality attitudes, learning style), and miscellaneous factors (age and socio-cultural experience).

Some research findings, which investigate reading and gender, are favoring males and some others are favoring females (Bugel and Buunk, 1996; Al-Shumaimeri, 2005; Lynn and Mikk, 2009). Bugel and Bunnk (1996) studied the impact of passage topic on gender differences in EFL reading comprehension in the Netherlands. They included a gender neutral passage in their study and they found that males performed significantly better than female on the gender-neutral text. Bugel and Buunk (1996) concluded that differences between genders in prior knowledge contribute to gender differences in foreign language reading comprehension. Al-Shumaimeri (2005) examined whether there were any gender differences in comprehension performance in relation to content familiarity of gender-neutral texts. He revealed that male students outperformed than females students on familiar and unfamiliar text in the comprehension performance. The results suggest that content familiarity may affect the reading comprehension performance of both male and female students. In addition, Lynn and Mikk (2009) conducted a study to find the gender effect and variances in reading achievement in recent international studies. The findings contrast with the previous research conducted by Bugel and Buunk, (1996) and Al-Shumaimeri (2005) suggesting that males are better in reading achievement. Lynn and Mikk (2009) revealed that females performed better in reading comprehension. Their findings are in line

with many studies which have revealed the advantages of girls in reading. In addition, one explanation of females' higher achievement in reading is in their deeper engagement in language related activities.

Referring to the discussion above, the researcher reveals several points: (1) gender differences studies reached different conclusions; (2) some highlighted discrepancies in utilizing reading strategies create difficulty to formulate generalizations. This creates confusion and suggests further investigation. Thus, it requires a further study to this; the researcher is trying to do a study about the impact of individual differences toward reading comprehension particularly in Indonesian context, specifically at University of Muhammadiyah Malang (UMM).

In accordance with the background of the study, the researcher formulates questions that will lead this present study.

How do the individual differences play on students' reading comprehension at tertiary level?

- a. Does gender contribute to achievement differences in students' reading comprehension?
- b. Do the higher frequencies of reading strategies students utilize, the better their reading comprehension?

In regard to the research questions stated previously, the purposes of the study are formulated as follows: a) to examine gender achievement differences in students' reading comprehension; b) to examine the relation to students' reading strategies and their reading comprehension

The result of this study is supposed to give both theoretical and practical contributions to the teaching of reading. Theoretically, the findings of this study

will contribute on the discussion of individual differences affecting to the students' Second Language Acquisition including gender and reading strategy. The findings of this study are also expected to widen the theoretical perspective on the factors affecting reading comprehension. Moreover, it is also expected to explain the relationship between reading comprehension, gender, and reading strategies. Further, the findings might develop the knowledge on how individual differences on reading comprehension and which factor has the biggest contribution to reading comprehension. Practically, if the result shows the significant correlation, the finding of this study will be useful for the English lecturer as the educational practitioners who may provide an effective and appropriate strategy to increase students' awareness of problems in reading comprehension. In addition, this study aims to provide more insight into the relationship between these different factors, which will add the role of these factors and how they affect one another.

This study is to reveal the impact of individual differences toward reading comprehension. For the limitation of the study, the researcher involves gender and reading strategies as the exogenous variables (independent variables) and reading comprehension as the endogenous variable (dependant variable). There are actually a number of individual differences contributing to the success of learners. Based on the previous literature, however, gender and reading strategies are considered to affect the students' reading performance more. Thus, those variables are intensely discussed at the present study.

In this study, reading activities requires the students to identify the topic, the main ideas, key words, pronoun references, and explicitly and implicitly stated



information. Thus, this study put emphasis on investigating the students' reading ability to implement micro skills in reading. According to Sulisty (2011), micro skills in reading cover several activities such as identification of topics, main ideas, detailed information, ideas organization, inferences and context clues.

This study involves students at six different classes at UMM as one of the data sources. They are all freshmen in 2017-2018 academic years from Indonesian Education, Biology, Communication Science Sociology Informatics Engineering and Industrial Engineering departments. The selected subjects are considered capable to answer the research instrument since they have been learning English from elementary to high school and been employed with series of strategies to support their comprehension.

Moreover, the participants of this study are college students because the researcher believes that they have been studying how to comprehend any kind of English text and the strategy for reading as well. Hence the subjects of this research are expected to understand the aims of this present study. Accordingly, they can give the answer for the research instrument as the researcher expected. The results of this study, in addition, will not suffer from practical problems.

To avoid any possible misinterpretation of several key terms used in this study, the following concepts need to be defined.

#### Gender

Gender refers to the social characteristic of people which are commonly associated with being male or female (Milliard, 1997). In this study gender is the fact of being male or female.

#### Reading Strategies

Reading strategies are defined as “tactics utilized by readers to get the meaning of a reading materials (Sulistyo, 2011). In this study reading strategies are tactics used by the readers which include series of activities including identifying reading purposes, skimming, scanning, guessing the meaning, analyzing vocabulary, identifying the structure of the text type they read.

### Reading Comprehension

In this study, reading comprehension is considered as the ability to understand the written text. The variable is measured based on the readers’ ability to understand main ideas, stated details, implied details, word meaning, text structure, pronoun reference, and the writer’s tone using a reading comprehension test of a multiple choice type (Suharmanto, 2003).

## **REVIEW OF RELATED LITERATURE**

### **Individual Differences**

Humans differ from each other due to many biological or conditioned factors (affected by nature) or unconscious forces (affected by past experiences). There are a number of categories of individual characteristics proposed by Second Language Acquisition (SLA) researchers. Dornyei (2005) mentioned five individual factors affecting the learners’ learning namely personality, motivation, aptitude, learning styles, and learning strategies. On the other hand, in Ehmran, Leaver and Oxford (2003) have described individual characteristics into three categories; they are learning styles (learners’ preference in learning), learning strategies and affective variables (including motivation, confidence, and anxiety). In addition, Zafar and Meenakshi (2012) explore seven individual differences

namely age, gender, aptitude, motivation, learning style, learning strategies, personality.

Gender and environment influence a lot in shaping the characteristics and reading ability of both male and female (Anantasa, 2012). Regarding appearance, women commonly put on some make up on her face and wear hijab to cover her body (aurot) which is the rule of Islamic religion. They, obviously, have many limitations in dressing. When women speak, they have to be calm and show their beauty. In line with the norm of acting, women must show their beauty by managing their manner when they sitting, walking, eat the food, and so on. On the contrary, men do not have such rules in their appearance and behavior. In addition, the role of gender is salient to its environment where the role of men and women are separable. In the family, women usually tend to help their mother for completing house chores while men tend do masculine jobs which require much energy. Women are commonly not allowed to do men's jobs and vice versa.

However, in order to conduct research in individual differences, it is necessary to have rigorous instruments, and a scientific way of providing reliability and validity. Here are individual differences that will be explored in this study.

## **Gender**

Many studies, conducted by Oxford (1993), Young & Oxford (1997), have found that gender can have a significant impact on how students learn a language. Although the study of gender as a variable in language learning is still at an early stage (Bacon & Finneman, 1992; Oxford, 1993; Ehrman & Oxford, 1995), studies of individual language learner differences related to gender (socially constructed)

have shown that females tend to show greater integrative motivation and more positive attitudes to L2, and use a wider range of learning strategies, particularly social strategies (Oxford, Nyikos & Ehrman, 1988). As a matter of fact, as for the problem whether difference exists between male and female in terms of learning a language, Larsen-Freeman & Long (2000) believed that in the process of first language acquisition female excel male, at least at the early stage. Zhuanglin (1989) highlighted that, it was generally believed that male and female are born with different linguistic advantages, such as, female learn to speak earlier than male, and female learn a foreign language faster and better than male, etc.

Studies of actual results suggest females are typically superior to males in nearly all aspects of language learning, except listening vocabulary (Boyle, 1987). Kimura (1992, as cited in Saville-Troike, 2006)), reported that higher levels of articulatory and motor ability have been associated in women with higher levels of estrogen level during the menstrual cycle.

### **Learning Strategies**

The learning strategies are the strategies a learner selects for language acquisition. Brown (2000) argues that the choice of learning strategies is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning.

Many studies in SLA have ventured out to identify which strategies are used by relatively good language learners, with the expectation that such strategies can be taught or otherwise applied to enhance learning. According to O'Malley and Chamot (1990) strategies are the tools for active, self-directed

involvement needed for developing L2 communicative ability. O'Malley and Chamot, (1990) have identified the following strategies:

1. Cognitive strategies “operate directly on incoming information, manipulating it in ways that enhance learning”.
2. Metacognitive strategies are skills used for planning, monitoring, and evaluating the learning activity; “they are strategies about learning rather than learning strategies themselves”.
3. Social and affective strategies involve interacting with another person to assist learning or using control to assist a learning task.

### **Reading**

Comprehending academic text is reasonably hard since reading requires the orchestration of a complex array of process (Denton, Wolters, York, Swanson, Kulesz & Francis, 2015). Further, Denton et al. (2015) emphasized that developing learners’ ability to comprehend academic text depends on multiple factors, including the development of basic reading and linguistics skill (Gough & Tunmer, 1986; Hoover & Gough, 1990) and vocabulary knowledge (Barnes, Dennis, & Haeefele-Kalvaitis, 1996; McNamara & Kintsch, 1996), as well as the ability to engage in reading strategies to enhance understanding, monitor meaning, and solve problem (Velutino, 2003). Thus, to comprehend various kinds of text and to get the general ideas until the specific or detail ideas, students definitely need basic reading skill and linguistics skill, vocabulary knowledge, and reading strategies. Those basic comprehension processes concurrently work and complement one each other.



According to Grabe (1991) & Denton et al. (2015), reading requires six component skills and knowledge areas that play an important role in reading comprehension, namely (1) automatic recognition skills, (2) vocabulary and syntactic knowledge, (3) content world background knowledge, (4) formal discourse structure knowledge (formal schemata), (5) synthesis and evaluation skills and strategies, and (6) metacognitive knowledge and skill monitoring are adapted into four namely (1) linguistic knowledge, (2) content/ world background knowledge (content schemata), (3) formal discourse/ text structure knowledge (formal schemata), and (4) reading strategies. In addition, in order to understand the meaning of words in written text, reading process requires three theories including bottom-up theory, top-down theory, and the integrative theory (Sulistyo, 2011).

Alderson (2000) develops a construct of reading in terms micro skill necessary to be a good reader. They are listed as follows:

- 1) Recognizing the script of a language
- 2) Deducing the meaning and use unfamiliar lexical items
- 3) Understanding explicitly stated information
- 4) Understanding information when not explicitly stated
- 5) Understanding conceptual meaning
- 6) Understanding the communicative value of sentences
- 7) Understanding relations within sentence
- 8) Understanding relations between parts of a text through lexical cohesion devices
- 9) Understanding cohesion between parts of a text through grammatical cohesion devices
- 10) Interpreting text by going outside it
- 11) Recognizing indicators in discourse
- 12) Identifying the main point or important information in discourse
- 13) Distinguishing the main idea from supporting details
- 14) Extracting salient details to summarize (the text, an idea)
- 15) Extracting relevant points from a text selectively
- 16) Using basic reference skills
- 17) Skimming
- 18) Scanning to locate specifically required information
- 19) Transcoding information to diagrammatic display

(Alderson, 2000: 10-11)

## **Reading Strategies**

Reading strategies according to Block (1986) is how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. Strategies, therefore, reveal a reader's source for understanding (Langer, 1982).

Block (1986) classifies strategies into "general strategies" and "local strategies". The general strategies include some activities which are focused to aid the higher level comprehension mainly text. The activities are among others anticipating content, recognizing the text structure, integrating information, questioning information in the text, interpreting the text, synthesizing using general knowledge and associations, commenting on behavior process, monitoring comprehension, correcting behavior, and reacting to the text. The "local strategies", on the other hand, include activities such as paraphrasing, rereading, questioning meaning of a clause or sentence, questioning meaning of a word, and solving vocabulary problems. These strategies are also classified as lower level strategies which are intended to aid the understanding the language text (Eskey, 1988).

During reading, skilled and unskilled readers are distinguished by their awareness on using appropriate strategies. According to Allison (2011), skillful readers show their capability to draw and combine their knowledge of a range of processes, skills, and strategies in order to comprehend text written for a variety of purposes, audiences, and text structures. When encountering either difficulty or confusion, skillful readers are able to concisely apply their knowledge and select a range of strategies in an integrated ways to assist and build their comprehension.

When students understand what skilled reading involves, they learn to monitor their own reading comprehension and development. Those skills will not typically appear on students' with low learning performance.

### Process of Reading

Good readers understand the processes involved in reading and consciously control them. A set of reading processes used by learners is segmented into three parts, namely strategies during pre-reading activities, whilst-reading activities and post-reading activities (Sulistyo, 2011).

While Sulistyo (2011) confirmed three stages to the reading process, Tompkins (2008) developed five stages to the reading process. They are presented in the following table.

**Table 1: Five Stages to the Reading Process**

Step	Use Strategies to Help Students to	The Goal is to
Pre-reading	<ul style="list-style-type: none"> <li>• Set Purposes</li> <li>• Connect to past personal experiences</li> <li>• Connect to prior literary experiences</li> <li>• Connect to thematic units or Special Interests</li> <li>• Make Predictions</li> <li>• Preview the Text</li> <li>• Consult the index to locate information</li> </ul>	build connections and make text more comprehensible
Reading	<ul style="list-style-type: none"> <li>• Make Predictions</li> <li>• Apply skills and strategies</li> <li>• Read Independently; with a partner, using shared reading or guided reading; or listen to the text read aloud</li> <li>• Read the illustrations, charts, and diagrams</li> <li>• Read the entire text from beginning to end</li> <li>• Read one or more section of text to learn specific information</li> <li>• Take notes</li> </ul>	encourage student initiated reading
Responding	<ul style="list-style-type: none"> <li>• Write in a reading log</li> <li>• Participate in a grand conversation or instructional conversation</li> </ul>	encourage self-regulatory actions that can be used to facilitate comprehension
Exploring	<ul style="list-style-type: none"> <li>• Reread and think more deeply about the text</li> <li>• Make connections with personal experiences</li> <li>• Make connections with other literary experiences</li> <li>• Examine the author's craft</li> <li>• Identify memorable quotes</li> <li>• Learn new vocabulary words</li> <li>• Participate in mini-lessons on reading procedures, concepts, strategies, and skills</li> </ul>	allow the reader to personalize learning and deepen understanding
Applying	<ul style="list-style-type: none"> <li>• Construct projects</li> <li>• Use information in thematic units</li> <li>• Connect with related books</li> <li>• Reflect on their interpretation</li> <li>• Value the reading experience</li> </ul>	help students integrate learning into their own schema

(Tompkins, 2008: 1)

## **Related Studies**

The following are the results of previous studies that have relevance to this study. Al-Shumaimeri (2005) examined the differences between male and female students in terms of text comprehension. 132 college level EFL students (66 female and 66 male) enrolled at the College of Languages and Translation at King Saud University, Riyadh participated in the study. The findings showed that male students had significantly higher scores than female students. Keshavarz and Ashtarian (2008) examined the relationship between the gender of Iranian EFL learners and the reading comprehension of three types of texts including essay, history and short story. The results showed that females, in general, were better in comprehending of the passages. The results also showed that both males and females were better in comprehending essay followed by history and short story.

The use of reading strategies in reading comprehension can help students comprehending the materials easily. Kamran (2013) investigated reading strategies used by 115 students. He investigated whether reading strategy could be used to predict and correlate with reading achievement of EFL learners. It revealed that reading strategy correlated with reading achievement. Moreover, Dafiyanti, Susilowati, and Rosnija (2013) investigated 53 English Education students at Tanjungpura University, Pontianak. Dafiyanti et al. (2013) found that the students have average to good reading comprehension and reported a positive correlation between students reading strategy use and their reading comprehension. The correlation coefficient was .51 and classified in “moderate level”.

After discussing review of related literature providing both theoretical and empirical perspectives for the present study, the next chapter is going to present research method. It covers research method and procedures used to carry out the current study.

## **RESEARCH METHOD**

### **Research Design**

As each research is trying to discover the underlying system of the research objects, a researcher has to decide the appropriate strategy for that purpose (Latief, 2012). In line with Latief (2012), it reveals that strategy in conducting research is classified into quantitative approach, qualitative approach and mixed method. These different approaches dictate different ways in the process of research namely, defining data, selecting instrument, selecting data source, and analyzing data.

Bogdan and Biklen (2003: 263) stated, "There is no best method. It all depends on what you are studying". Accordingly, to analyze the individual differences; students' gender and reading strategies in reading comprehension, a quantitative study was applied in this study. This decision was taken thoughtfully to answer the research questions and to verify the theoretical hypothesis using empirical data. Furthermore, in this study, a correlational study was applied, specifically regression analysis.

The correlational research design was employed to measure the degree of the relationship between reading strategies toward reading comprehension. A correlational study is used when the aim of the study is to identify the direction and the degree between the variables involving statistical test to measure the pattern of relationship (Cresswell, 2012). The data in correlational research are



analyzed using correlational statistics resulting in correlation coefficient which shows the degree of the relationship between the variables involved (Latief, 2012). Moreover, correlational research design is to predict the level of one variable from another variable.

In order to obtain deeper analysis of the pattern of relationship among students' gender and reading strategies toward students' reading performance, regression analysis was implemented. According to Jonhson and Christensen (2012), regression analysis provides information about the strength and the direction of the relationship between two variables. It is a method used to determine how variables are associated.

### **Population and Sample**

Population and sample are very important in conducting a research. Ary, Jacobs, and Sorensen (2010) stated that a population is all members of any well-defined class of people, events or objects. The populations of this study were approximately 7,000 freshmen at UMM in academic year 2017/2018. Considering fund, energy, and time limitation, the researcher draws a sample in this study. Ary et al. (2010) stated that sample is part of population or the representation of a population. Fraenkel and Wallen (2006:93) concur that a sample should be taken from the accessible population rather than using the target population. They assert that while the target population is „ideal“ in research, the accessible population is „realistic“. Based on the afore-mentioned point, the researcher drew the sample for this study from the accessible population.

The following table provides information related to the detailed information about the participants.

**Table 2: The Participants' profile**

<b>Gender</b>	<b>Academic Major</b>	
	<b>Social</b>	<b>Science</b>
Male	Indonesian Education (43)	Biology (41)
Female	Communication Science (35)	Informatics Engineering (30)
	Sociology (30)	Industrial Engineering (31)
210 students	108 students	102 students

In addition, those samples were chosen for three major reasons. First, it was recommended by the ESP lecturer of the class. The students were considered active and expected able to develop micro skills of reading namely, identifying main idea and supporting idea, grasping logical reasoning, developing vocabulary, and identifying interference. Moreover, they had already been familiar with reading strategies to support their reading comprehension based on the interview conducted by the lecturers. Furthermore, those six classes had equal distribution number of male and female. Therefore, it would not violate the validity of the instrument since this study dealt with gender.

### **Research Instrument**

In attempt to collect the data, two types of research instruments were employed in this study: a set of test and a set of questionnaire. The selection of the instruments was based on Creswell's (2012) suggestions highlighting the importance of involving data of quantitative research from the questionnaire and the test since the researchers needed to gather data in the forms of numbers.

### **Survey of Reading Strategies (SORS)**

The questionnaire used was Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002). The questionnaire had been adapted and translated into Indonesian version by Permatasari (2015) in order to make it more understandable for the subjects. The adaption of the questionnaire was done

since it is categorized as standardized questionnaire and has been validated by reading experts.

In order to interpret the meaning of score that students obtained, Mokhtari and Shoerey (2002) determined the standard of students' frequency of using strategy could be judged. The interpretation is illustrated in the following table.

**Table 3: The Interpretation of the Frequency of Students' Reading Strategy**

<b>Score</b>	<b>Reading Strategies</b>
30-53	Very Low
54-77	Low
78-101	Medium
102-125	High
126-150	Very High

### **Reading Comprehension Test**

The test of reading comprehension comprised questions to reveal the students' understanding to identify the implicit and explicit information. The questions were intended to explore the students' micro skill. Therefore, the most frequent questions were intended to identify the main ideas, topic, the explicitly or implicitly stated information, vocabulary, and references (Sulistyo, 2011). The test was taken from standardized TOEFL test.

The use of the standardized instrument according to Sauro (2012) provided the researchers several benefits. First, as the standardized questionnaires were used repetitively, there will be no doubt in relation to the validity and reliability of the data. Furthermore, the standardized questionnaire provided higher sensibility to identify the difference occur and to separate the good and the bad interferences. In terms of objectivity, the standardized questionnaires were really objective so that the researcher can independently analyze the measurement of the previous

researchers. Finally, the standardized questionnaires were more economical and practical in term of time, money and energy to conduct the research.

The students' score was obtained by using dichotomous scoring system, by giving 1 (one) for the correct answer and 0 (zero) for the incorrect answer. There will be 50 questions to be answered, and then the correct answer will be multiplied by 2. Thus, the highest score the students have was 100, and the lowest one was zero. The interpretation of the students' score was shown on the following table.

**Table 4: The Interpretation of the Students' Reading Score**

<b>Score</b>	<b>Reading Comprehension</b>
87-100	Very High
73-86	High
59-72	Satisfactory
45-58	Medium
31-44	Low
17-30	Very Low
2-16	Fail

### **Data Collection**

The data collection was conducted for a weeks, started from May 14<sup>th</sup>, 2018 to May 25<sup>th</sup>, 2018. There were six ESP classes involved 210 students, and the data collection for each class was administered for two days. This was conducted in order to avoid problems which influence the quality of the data collected due to the students' boredom or tiredness. All of the activities of data collection were conducted during the teaching and learning period.

In the first meeting, the process of data collection was started by introducing the participants about the purpose of the test, procedure of the test and time allotment. On the second meeting, students were encouraged to fill in the

questionnaire of reading strategy. The participants were guided to fill in the questionnaire accordingly with the conditions that they were experience in reading. They were informed that there would be no right or wrong answer on their statement and given 15 minutes the complete the whole SORS.

In this study, there should be 210 participants from six classes. However, the researcher could not gather all of the data since in the first and the second data collections 58 students were either absent or inactive. As a result, there were only 152 participants completing both reading comprehension test and reading strategy questionnaire. Thus, there were 152 reading comprehension answer sheets and 152 questioner sheets.

In summary, the procedure to collect the data in this study involved two kinds of instruments which were a set of test and a set of questionnaire. The test is used to collect the data related to the students reading comprehension. Meanwhile, the questionnaire is distributed to participants in order to find out reading strategy used by the participants. All the data obtained from the participants are statistically calculated, analyzed and described using t-test independent sample and regression by utilizing SPSS 16.0.

### **Data Analysis**

The data analysis process began with scoring the data taken from the score of reading test and score of reading strategy questionnaires. The data from the instruments were analyzed qualitatively and described statistically to summarize important information related to students" maximum-minimum score, mean, median, variance, standard deviation, and range. Obtaining statistical descriptive from the data was important in order to obtain information to justify the result of



research findings. The next step was conducting pre-requisite analysis to analyze the normality and the linearity of the test. The variables were classified into two independent variables covering gender (X1), reading strategies (X2) and one dependent variable, reading comprehension (Y).

**Table 5: the Summary of the Data Analysis**

Research question	Instrument	Type	Analysis
1	<ul style="list-style-type: none"> <li>• Reading Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• TOEFL score of Male students</li> <li>• TOEFL score of Female students</li> </ul>	T-test
2	<ul style="list-style-type: none"> <li>• Survey of Reading Strategies (SORS)</li> <li>• Reading Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• SORS score</li> <li>• TOEFL score</li> </ul>	Regression Analysis

### Pre-requisite Analysis

After analyzing the data, the next procedure to be conducted was conducting Pre-requisite Analysis. Test of normality and linearity should be applied to meet the statistical assumption. Cahya (2015) asserted that those two testing should be fulfilled before conducting further analysis. The test of normality was determined by using statistical description of SPSS. In this study, the normality testing was conducted through one sample of Kolmogorov-Smirnov testing. The significance of the non-linear components was indicated by the .05 value.

### Normality Testing

For testing the normality of the data, Kolmogorov-Smirnov testing was conducted. The results of the normality testing showed that the data were normally distributed as presented in Table 6.

**Table 6 One-Sample Kolmogorov-Smirnov Test**

	Mean	Std. Deviation	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Reading Comprehension Score	62.93	1.25697	.813	.524
Reading Strategies	99.20	19.087	1.550	.160

Adapted from SPSS Table

The analyzed data is called normally distributed if the value of Asymp. Sig. (2-tailed) obtained from the analysis is bigger than .05. As observed from Table 6, the value of Asymp. Sig. (p value) obtained from those two variables (Reading Comprehension Score and Reading Strategies) indicated value greater than .05, the figure were .524 for reading comprehension score and .16 for reading strategies. Therefore, the data met the normality testing criteria.

### **Item Validity for Reading Strategies and Reading Comprehension**

The test on statistical validity of the items of the instruments was conducted after the try-out. This process is needed in order to make sure that the instrument used is valid and applicable for other related studies in this area. The validity is set on 5% level of significance. Based on the criteria, both reading comprehension test and reading strategy questionnaire are valid. At the level of significance 5%, the r table was .444. Every single item in this study showed r count greater than .444 which means valid (see appendix 5).

### **Reliability Evidence of Reading Strategies and Reading Comprehension**

The analysis of the reliability of the item was conducted using SPSS version 16.0 and the coefficient reliability test is determined with Cronbach Alpha's value. From the result of data analysis, the reading test used in this study obtained .800 reliability index which is considered to have high reliability score.

In relation to the questionnaire used, the reliability of test reveal that the instrument showed a strong reliability with .894 obtained value. Thus, the questionnaire did not suffer reliability problems.

## **T-test**

To analyze the first research questions, gender achievement differences in reading comprehension performance, SPSS 16.0 was applied in this study. The data were analyzed using t-test independent samples in order to see the mean score both male and female students.

## **Regression Analysis**

To find out the influence of the students' reading strategies on their reading comprehension performance, the researcher used Regression Analysis. Regression analysis was intended to support the correlation coefficient. The F-test was used to test the significance. If the value of F-obtained exceeded the value of F-table, it suggested that the dependent variable (students' reading comprehension achievement) was significantly determined by the independent variable (students' reading strategies). On the other hand, if the value of F-table exceeded the value of F-obtained, it means that students' reading strategies did not significantly determine students' reading comprehension achievement. The formula is explained as follows.

$$y^1 = a + b_1X_1 + b_2X_2$$

Where:

- $y^1$  : the predicted score
- A,  $b_1$ ,  $b_2$  : constants
- $X_1$  : variable 1 (gender)
- $X_2$  : variable 2 (reading strategy)

## **FINDINGS AND DISCUSSIONS**

### **Findings**

There were three variables that were included in this study namely gender, reading strategies and reading comprehension score. Those three variables were then classified either into dependant or independent variables. The independent

variables were gender and reading strategies score respectively, while reading comprehension became the dependant variable. In order to provide statistical description, the data were analyzed using the help of SPSS 16.0. The analysis covered investigation related to mean, median, mode, maximum and minimum scores, and standard deviation. For more detailed presentation and further discussion of the data analysis, the following information is provided.

### Descriptive Statistics of Gender

Based on the analysis of the students' gender, two groups were obtained. The summarized results are presented in Table 7 as follows.

**Table 7: Descriptive Statistics of Participants**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	76	50	50	50
Female	76	50	50	100
Total	152	100	100	

Adapted from SPSS Table

Table 7 illustrated the number of participants in this study and the total number was 152 students. Furthermore, the percentages of both male and female participants appeared to be slightly different; the figures were 48.7 per cent and 51.3 per cent respectively. The balance number of participants in this study did not violate the validity of the instrument since it dealt with gender.

### Descriptive Statistics of Reading Comprehension

Table 8 summarized the information regarding the students' score obtained from TOEFL ITP. Following is the details.

**Table 8: Descriptive Statistics of Participant' Reading Comprehension Score**

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	8	5.3	5.3	5.3
Medium	46	30.3	30.3	35.5
Satisfactory	54	35.5	35.5	71.1
High	41	27.0	27.0	98.0
Very High	3	2.0	2.0	100.0
Total	152	100	100	

Adapted from SPSS Table

The vast majority of the students showed either medium or satisfactory level in reading comprehension, 30.3 % and 35.5 % respectively. In addition, the overwhelming majority of the students had a high level in reading comprehension; the figure was exactly 27 %. There were a mere three students (2%) who achieved very high level in reading comprehension. The rest of the students or a mere 5.3 % had low level in comprehending TOEFL ITP. It can be seen that the vast majority of the students were able to develop micro skills of reading namely, identifying main idea and supporting idea, grasping logical reasoning, developing vocabulary, and identifying interference. Their reading comprehension scores ranged from 41-71.

#### **Descriptive Statistics of Reading Strategies**

Based on the data in Table 9, it can be concluded that the majority of students frequently utilized reading strategies to ease their reading process. It shows that there is a positive correlation between students reading strategy use and their reading comprehension (Dafiyanti et al., 2013).

**Table 9: Descriptive Statistics of participants' Reading Strategies**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Low	31	20.4	20.4	20.4
Medium	49	32.2	32.2	52.6
High	64	42.1	42.1	94.7
Very High	8	5.3	5.3	100.0
Total	152	100.0	100.0	

Adapted from SPSS Table

Overall, the proportion of students' reading strategies showed considerable differences. Sixty four students out of 152 were high users of reading strategies, their score ranged from 102-105. There were just eight students categorized as very high (126-150) in utilizing reading strategies. Meanwhile, about thirty-two per cent of students surveyed used medium frequency of reading strategies, the

figure ranged from 78-101. One fifth of the students were classified as low in employing reading strategies whose score ranged from 54-77. Fortunately, there was no student using very low reading strategies. It was summarized in the Table 9.

To address the research questions in this study whether or not there are gender achievement differences in students' reading comprehension at tertiary level and the correlation between the frequency of reading strategies students utilize and their reading comprehension, the findings are described as follows.

### **Gender Achievement Differences in Students Reading Comprehension**

In regard to address the research question about gender achievement differences, Independent-Samples T-Test was conducted. Table 10 summarized the results.

**Table 10: Gender Achievement Differences**

<b>Gender</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Male	58.9342	12.89065	1.47866
Female	68.1184	11.31367	1.29777

Adapted from SPSS Table

It can be concluded that there was a significant difference between the male and female students' reading comprehension performance. The female students performed better than their female counterparts as the mean score showed 68.1184 and 58.9342 respectively. These findings suggested that there were gender achievement differences in learners' foreign language reading comprehension. Therefore, the hypothesis alternative (H1) was accepted stating that there were gender achievement differences in students' reading comprehension at tertiary level.

## The Relation to Reading Strategies and Reading Comprehension

The findings of the second research question about the correlation between students' reading strategies and their reading comprehension ability are summarized in Table 11. The following is the details.

Table 11 correlation between students' reading strategies and their reading comprehension ability

R	R Square	Adjusted R Square	Std. Error of the Estimate
.764	.583	.581	12.66602

Adapted from SPSS Table

To find the correlation between students' reading strategies and their reading comprehension ability, Linear Regression was applied to analyze the data. It revealed that the correlation coefficient between students' reading strategies and their reading comprehension ability was .58. It means that there is a significant or positive correlation between both of them. Therefore, the hypothesis alternative (H1) is accepted that the higher frequencies of reading strategies students utilize, the better their reading comprehension.

### Discussions

This study investigated the relative effects of gender and reading strategies on reading comprehension performance. In general, gender and reading strategies were found to have affected the students' comprehension performance. The female students seemed to have performed significantly better than the male students in their reading comprehension achievement. These results appeared to support Lynn and Mikk (2009) and Keshavarz and Ashtarian (2008) findings that female students are in general more successful in language learning than their male counterparts. In addition, the findings of this study are in line with commonsensical view that the study of foreign languages is generally viewed as a

“female domain”. Female choose to study foreign languages more often than do male students, they are motivated and are superior on reading and verbal tasks (Kagan 1971: 182). In addition, from an early age, reading has been recognized as an activity more closely associated with females than males (Milliard, 1997). In providing such support, however, the findings of this study appear to be in contrast to Al-Shumaimeri’s (2006) findings that male students performed significantly better than female students in comprehending text.

One possible explanation for the superiority of the female students in this study was that males and females might not have been equally matched in language ability. Although they were at the same instruction level, the female students seemed to have been more proficient readers than their male counterparts. Language ability is an important factor that affects comprehension (Denton et al., 2015). Reading is a complex process and needs a sufficient amount of L2 knowledge to make effective use of skills and strategies in order to understand the text (Grabe and Stoller, 2002; Denton et al., 2015). The proficient reader uses his/ her language knowledge to predict words from sentence cues or to predict word meanings. It is suggested that there should be cooperation in teaching either male or female students to promote equal development in academic skills and language ability at UMM.

This study was also designed to find out the relation to reading strategies and reading comprehension. From the data analysis, it showed that reading comprehension is strongly correlated with the frequency of strategy use. These results appear to support Kamran (2012) and Dafiyanti’s et al. (2013) findings that



there is a positive correlation between learners' reading strategy use and their reading achievement.

Kamran (2012) reported a statistically significant and positive correlation between Iranian EFL learners' reading strategy use and their reading achievement performed in their reading comprehension test at .23. Dafiyanti et al. (2013), in addition, found that the relationship between students' reading strategies and students' reading comprehension ability in reading academic text was .51. On the other hand, the finding of this study revealed that the correlation between students' reading strategies and students' reading comprehension performance were higher than Kamran's and Dafiyanti's et al. findings. The figure of the relationship between both of them was .58.

In addition, fluent readers showed high use frequency of reading strategies. Those who can read L2 text smoothly tended to see the entire reading process more globally and holistically. This may act to empower readers to become active and creative readers. On the other hand, less fluent readers did not utilize strategies as often as they could have. Possibly they might end up diving into the text and starting to decode the words one by one without using the support tools available around them.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

As presented in the objective of the study, this study is intended to investigate the relation to individual differences and reading comprehension. Based on the data analysis, it revealed that the female students performed better than their female counterparts as the mean score showed 68.1184 and 58.9342

respectively. In addition, in terms of reading strategies, 64 students out of 152 were high user of reading strategies; their score ranged from 102-105. Furthermore, the vast majority of the students showed either medium or satisfactory level in reading comprehension, 30.3 per cent and 35.5 per cent respectively. The correlation coefficient between students' reading strategies and their reading comprehension ability was .58. It means that there a significant or positive correlation between both of them.

Referring to the findings and discussion, it can be inferred that there were gender differences in reading comprehension achievement. Female students performed significantly better than their male counterparts. In addition, the higher frequencies of reading strategies students utilize, the better their reading comprehension.

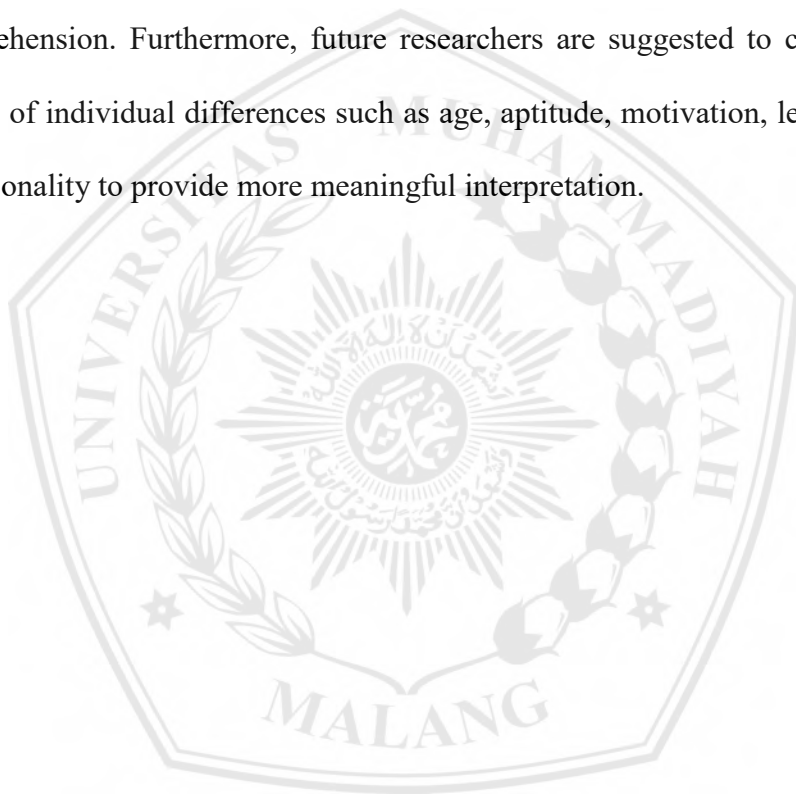
### **Suggestions**

Due to several weaknesses found in this study, several recommendations are made for the future researchers who have interest to conduct similar studies. First, in terms of the sampling, this study involves only 152 participants, further study needs to involve bigger number of participants, especially by fulfilling the recommended ration of sampling with 20:1 ratio. Using the proposed number of the participants may avoid bias to the results of the study. Furthermore, in terms of the sampling techniques, the future researchers are suggested to use random sampling techniques in order to provide more generalized findings.

Furthermore, this study also relies solely on questionnaire to collect data related to students' reading strategy. For the future researchers, it is suggested to administer interview and observation to gain data related to the students' reading

strategy in order to get more meaningful data and interpretation towards some factors affecting the students' reading comprehension.

From the results of the data analysis, it can be found that the individual differences especially gender and reading strategies have contributions to affect the students reading performance. Accordingly, considering the correlation of reading strategies and other individual differences factors are more beneficial to provide information related to the factors affecting the students' reading comprehension. Furthermore, future researchers are suggested to consider other factors of individual differences such as age, aptitude, motivation, learning styles, or personality to provide more meaningful interpretation.



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## APPENDICES

### **Appendix 1. Adapted SORS (Survey of Reading Strategies) (Mokhtari & Sheorey, 2002) and its Indonesian translation**

5-point scale: Always 5 – 4 – 3 – 2 – 1 Never

#### **Global Reading Strategies (GLO)**

1. I have a purpose in mind when I read.
2. I think about what I know to help me understand what I read.
3. I preview the text to see what it is about before reading it.
4. I think about whether the content of the text fits my reading purpose.
5. I skim the text first by noting characteristics like length/ organization.
6. I decide what to read closely and what to ignore.
7. I use tables, figures, and pictures in text to increase my understanding.
8. I use context clues to help me better understand what I am reading.
9. I use typographical aids like bold face and italics to identify key information.
10. I critically analyze and evaluate the information presented in the text.
11. I check my understanding when I come across conflicting information.
12. I try to guess what the material is about when I read.
13. I check to see if my guesses about the text are right or wrong.

#### **Problem-Solving Strategies (PROB)**

14. I read slowly but carefully to be sure I understand what I am reading.
15. I try to get back on track when I lose concentration.
16. I adjust my reading speed according to what I am reading.
17. When text becomes difficult, I pay closer attention to what I am reading.
18. I stop from time to time and think about what I am reading.
19. I try to picture or visualize information to help remember what I read.
20. When text becomes difficult, I re-read to increase my understanding.
21. When I read, I guess the meaning of unknown words or phrases.

#### **Support Reading Strategies (SUP)**

22. I take notes while reading to help me understand what I read.
23. When text becomes difficult, I read aloud to help me understand what I read.
24. I underline or circle information in the text to help me remember it.
25. I use reference materials such as dictionaries to help me understand what I read.
26. I paraphrase (restate ideas in my own words) to better understand what I read.
27. I go back and forth in the text to find relationship among ideas in it.
28. I ask myself questions I like to have answered in the text.
29. When reading, I translate from English into my native language.
30. When reading, I think about information in both English and in my mother tongue.

## APPENDICES

### Appendix 2. The Translation of Reading Strategy READING STRATEGI

Kuesioner ini bertujuan untuk mendapatkan variasi strategi yang Anda gunakan ketika membaca materi akademis berbahasa Inggris. Setiap pertanyaan diikuti dengan 5 angka; 1, 2, 3, 4, 5 dan masing-masing angka tersebut memiliki arti sebagai berikut:

„1“ berarti bahwa „Saya tidak pernah atau hampir tidak pernah melakukan ini“

„2“ berarti bahwa „Saya hanya sesekali melakukan hal ini“

„3“ berarti bahwa „Saya kadang-kadang melakukan hal ini“

„4“ berarti bahwa „Saya biasa melakukan hal ini“

„5“ berarti bahwa „Saya selalu atau hampir selalu melakukan ini“

Setelah membaca pertanyaan, lingkarkanlah angka (1, 2, 3, 4, atau 5) pada lembar jawaban yang telah disediakan. Tidak ada jawaban benar atau salah dalam kuesioner ini.

Pertanyaan		Pilihan				
1	Saya memiliki tujuan tertentu ketika membaca.	1	2	3	4	5
2	Saya menggunakan pengetahuan saya untuk membantu saya memahami apa yang saya baca.	1	2	3	4	5
3	Sebelum membaca, saya melihat teks secara keseluruhan untuk mengetahui isi bacaannya.	1	2	3	4	5
4	Saya berfikir apakah konten dari teksnya sesuai dengan tujuan saya membaca.	1	2	3	4	5
5	Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya, misalnya panjang teks dan susunan teksnya.	1	2	3	4	5
6	Ketika saya membaca, saya menentukan apa yang perlu dibaca secara seksama dan apa yang tidak.	1	2	3	4	5
7	Saya menggunakan angka, tabel, dan gambar yang terdapat pada bacaan untuk meningkatkan pemahaman saya.	1	2	3	4	5
8	Saya memanfaatkan petunjuk konteks untuk membantu saya lebih memahami bacaan yang sedang saya baca.	1	2	3	4	5
9	Saya menggunakan fitur-fitur yang berkaitan dengan percetakan seperti tulisan cetak tebal atau cetak miring untuk mengidentifikasi informasi penting.	1	2	3	4	5
10	Saya menganalisa dengan kritis dan mengevaluasi informasi yang disajikan dalam bacaan.	1	2	3	4	5
11	Saya memeriksa pemahaman saya ketika tiba-tiba menemukan informasi baru.	1	2	3	4	5
12	Saya mencoba untuk menebak konten dari bacaan yang sedang saya	1	2	3	4	5



	baca.					
13	Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.	1	2	3	4	5
14	Saya membaca dengan pelan dan hati-hati untuk memastikan bahwa saya memahami bacaan yang sedang saya baca.	1	2	3	4	5
15	Saya mencoba kembali fokus ketika saya kehilangan konsentrasi.	1	2	3	4	5
16	Saya menyesuaikan kecepatan membaca saya berdasarkan bacaan yang saya baca.	1	2	3	4	5
17	Ketika teks bacaan sulit, saya lebih memperhatikan lagi apa yang saya baca.	1	2	3	4	5
18	Saya seringkali berhenti dan memikirkan apa yang sedang saya baca.	1	2	3	4	5
19	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi untuk membantu saya mengingat apa yang saya baca.	1	2	3	4	5
20	Ketika teks bacaan menjadi sulit, saya membaca kembali bacaan tersebut untuk meningkatkan pemahaman saya.	1	2	3	4	5
21	Ketika membaca, saya menebak arti dari kata atau frase yang tidak diketahui.	1	2	3	4	5
22	Ketika saya membaca, saya membuat catatan untuk membantu saya memahami apa yang saya baca.	1	2	3	4	5
23	Ketika teks bacaan menjadi sulit, saya membacanya dengan bersuara untuk membantu pemahaman saya.	1	2	3	4	5
24	Saya menggarisbawahi atau melingkari informasi yang saya temukan dalam bacaan untuk membantu saya mengingatnya.	1	2	3	4	5
25	Saya menggunakan materi-materi referensi (misalnya, kamus) untuk membantu saya memahami bacaan yang saya baca.	1	2	3	4	5
26	Saya menafsirkan (mengemukakan kembali dengan kata-kata sendiri) untuk membantu saya lebih memahami bacaan yang sedang saya baca.	1	2	3	4	5
27	Saya membaca teks berulang-ulang untuk menentukan hubungan antara ide-ide yang terdapat dalam bacaan.	1	2	3	4	5
28	Saya membuat pertanyaan-pertanyaan sendiri yang jawabannya mungkin terdapat dalam teks.	1	2	3	4	5
29	Ketika membaca, saya menerjemahkan bacaan berbahasa Inggris ke bahasa Indonesia.	1	2	3	4	5
30	Ketika membaca, saya akan memahami informasi tersebut baik dari segi konteks bahasa Inggris maupun bahasa Indonesia.	1	2	3	4	5

## APPENDICES

### Appendix 3. Adapted Reading Test

#### READING COMPREHENSION

Time-55 minutes

#### Question 1-9

Carbon tetrachloride is a colorless inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

- The main point of this passage is that
  - carbon tetrachloride can be very dangerous when it is heated
  - the government banned carbon tetrachloride in 1970
  - although carbon tetrachloride can legally be used in industry, it is not allowed in home products
  - carbon tetrachloride used to be a regular part of cleaning compounds
  - not allowed in home cleaning products
- The word “widely” in line 2 could be most easily be replaced by
  - grandly
  - extensively
  - largely
  - hugely
- The word “banned” in line 4 is closest in meaning to
  - forbidden
  - allowed
  - suggested
  - instituted
- according to the passage, before 1970 carbon tetrachloride was
  - used by itself as a cleaner
  - banned in industrial use
  - often used as a component of cleaning products
  - not allowed in home cleaning products
- It is stated in the passage that when carbon tetrachloride is heated, it becomes
  - harmful
  - colorless
  - a cleaning compound
  - inflammable
- The word “inhaled” in line 8 is closest in meaning to
  - Warmed
  - Breathed in
  - Carelessly used
  - Blown
- The word “revoked” in line 8 could most easily be replaced by
  - gave
  - granted
  - instituted
  - took away
- It can be inferred from the passage that one role of the U.S. government is to
  - regulate product safely
  - prohibit any use of carbon tetrachloride
  - instruct industry on cleaning methodology
  - ban the use of any chemicals
- The passage following the passage most likely discusses

- (A) additional use for carbon tetrachloride
- (B) the banning of various chemicals
- (C) further dangerous effects of carbon tetrachloride
- (D) the major characteristics of carbon tetrachloride

**Question 10-19**

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved his family to St. Petersburg, Russia, to work in the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite familial objections, and he was remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother or Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristics of Whistler's work.

- 10. The paragraph preceding this passage most like discusses
  - (A) A survey of eighteenth-century art
  - (B) A different American artist
  - (C) Whistler's other famous paintings
  - (D) European artists
- 11. Which of the following best describes the information in the passage?
  - (A) Several artists are presented.
  - (B) One artist's life and works are described.
  - (C) Various paintings are contrasted.
  - (D) Whistler's family life is outlined.
- 12. Whistler is considered an American artist because
  - (A) he was born in America
  - (B) he spent most of his life in America
  - (C) he served in the U.S. military
  - (D) he created most of his famous art in America
- 13. The word "majority" in line 13 is closest in meaning to
  - (A) seniority
  - (B) maturity
  - (C) large pieces
  - (D) high percentage
- 14. It is implied in the passage that Whistler's family was
  - (A) unable to find any work at all in Russia
  - (B) highly supportive of his desire to pursue art
  - (C) working class
  - (D) military
- 15. The word "objections" in line 7 is closest in meaning to
  - (A) protests
  - (B) goals
  - (C) agreements
  - (D) battles
- 16. In line 8, the "etchings" are
  - (A) a type of painting
  - (B) the same as lithograph
  - (C) an art form introduced by whistler
  - (D) an art form involving engraving
- 17. The word "asymmetrical" in line 11 is closest in meaning to
  - (A) proportionate
  - (B) uneven
  - (C) balanced
  - (D) lyrical
- 18. Which of the following is NOT true according to the passage?
  - (A) Whistler worked with a variety of art forms.

- (B) Whistler's mother is not the official name of his painting.
- (C) Whistler is best known for his etchings.
- (D) Whistler's mother is painted in somber tones.
19. Where in the passage does the author mention the type of artwork that Whistler was involved in?
- (A) Lines 1-3
- (B) Lines 4-5
- (C) Lines 6-7
- (D) Lines 8-10

### Question 20-30

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky. In reality, though, stars are always moving, but because of the tremendous distance between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

20. Which of the following is the best title for this passage?
- (A) What an Eye Can See in the Sky
- (B) Bernard's Star
- (C) Planetary Movement
- (D) The Evermoving Stars
21. The expression "naked eye" in line 1 most probably refers to
- (A) A telescope
- (B) A scientific method for observing stars
- (C) Unassisted vision
- (D) A camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are
- (A) Barely perceptible
- (B) Huge
- (C) Fixed
- (D) Moderate
23. The word "perceptible" in line 5 is closest in meaning to which of the following?
- (A) Noticeable
- (B) Persuasive
- (C) Conceivable
- (D) Astonishing
24. In line 6, a "misconception" is closest in meaning to a(n)
- (A) Idea
- (B) Proven fact
- (C) Erroneous believe
- (D) Theory
25. The passage states that in 200 years Bernard's star can move
- (A) Around earth's moon
- (B) Next to earth's moon
- (C) A distance equal to distance from earth to the moon
- (D) A distance seemingly equal to the diameter of the moon
26. This passage implies that from Earth it appears that the planets
- (A) Are fixed in the sky
- (B) Move more slowly than the stars
- (C) Show approximately the same amount of movement as the stars
- (D) Travel through the sky considerably more rapidly than the stars
27. The word "negligible" in line 8 could most easily be replaced by
- (A) Negative
- (B) Insignificant
- (C) Rapid
- (D) Distant
28. Which of the following is NOT true according to the passage?

- (A) Stars do not appear to the eyes to move.
  - (B) The large distances between stars and the earth tend to magnify movement to the eye.
  - (C) Bernard's star move quickly in comparison with other stars.
  - (D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
- (A) The movement of the planets
  - (B) Bernard's star
  - (C) The distance from earth to the moon
  - (D) Why stars are always moving.
30. The passage would most probably be assigned reading in which course?
- (A) Astrology
  - (B) Geophysics
  - (C) Astronomy
  - (D) Geography

**Question 31-40**

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the results of mistakes by both partners.

Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner to blame, the divorce settlement can be negotiated more easily and equitably and the postdivorce healing process can begin more rapidly.

31. What does the passage mainly discuss?
- (A) Traditional grounds for divorce
  - (B) Who is at fault in a divorce
  - (C) Why no-fault divorces are becoming more common
  - (D) The various reasons for divorces
32. The word "spouse" in line 1 is closest in meaning to a
- (A) Judge
  - (B) Problem
  - (C) Divorce decree
  - (D) Marriage partner
33. According to the passage, no-fault divorces
- (A) Are on the increase
  - (B) Are the traditional form of divorce
  - (C) Are less popular than they used to be
  - (D) Were granted more in the past
34. It is implied in the passage that
- (A) There recently has been a decrease in no-fault divorces
  - (B) Not all divorces today are no-fault divorces
  - (C) A no-fault divorce is not as equitable as a fault divorce
  - (D) People recover more slowly from a no-fault divorce
35. The word "Proponents" in line 4 is closest in meaning to which of the following?
- (A) Advocates
  - (B) Recipients
  - (C) Authorities
  - (D) Enemies
36. The passage states that a public trial to prove that fault of one spouse can

- (A) Be satisfying to the wronged spouse
  - (B) Lead to a shorter divorce process
  - (C) Reduce negative feelings
  - (D) Be harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
- (A) Rarely is only one marriage partner to blame for a divorce.
  - (B) A no-fault divorce generally costs less in legal fees.
  - (C) Finding fault in a divorce increases negative feelings.
  - (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word “present” in line 9 could most easily be replaced by
- (A) Existing
  - (B) Giving
  - (C) Introducing
  - (D) Resulting
39. The word “settlement” in line 10 is closest in meaning to
- (A) Development
  - (B) Serenity
  - (C) Discussion
  - (D) Agreement
40. The tone of this passage is
- (A) Emotional
  - (B) Enthusiastic
  - (C) Expository
  - (D) Reactionary
  - (E)

**Question 41-50**

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

Ben Franklin first attained popular success through his writings in his brother’s newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man with his work on *Poor Richard’s Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists’ revolutionary cause against England.

Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

41. The paragraph preceding this passage most likely discusses
- (A) How literature influences the population
  - (B) Religious and moral literature
  - (C) Literature supporting the cause of the American Revolution
  - (D) What made Thomas Paine's literature successful
42. The word "fervor" in line 2 is closest in meaning to
- (A) War
  - (B) Anxiety
  - (C) Spirit
  - (D) Action
43. The word "time" in line 3 could be best replaced by
- (A) Hour
  - (B) Period
  - (C) Appointment
  - (D) Duration
44. It is implied in the passage that
- (A) Some writers in the American colonies supported England during the revolution
  - (B) Franklin and Paine were the only writers to influence the Revolution
  - (C) Because Thomas Paine was an Englishman, he supported English against the colonies
  - (D) Authors who supported England did not remain in the colonies during the revolution
45. The pronoun "he" in line 8 refers to
- (A) Thomas Paine
  - (B) Ben Franklin
  - (C) Ben Franklin's brother
  - (D) Poor Richard
46. The expression "point of view" in line 9 could best be replaced by
- (A) Perspective
  - (B) Sight
  - (C) Circumstance
  - (D) Trait
47. According to the passage, the tone of Poor Richard's Almanac is
- (A) Pragmatic
  - (B) Erudite
  - (C) Theoretical
  - (D) Scholarly
48. The word "desperate" in line 16 could best be replaced by
- (A) Unending
  - (B) Hopeless
  - (C) Strategic
  - (D) Combative
49. Where in the passage does the author describe Thomas Paine's style of writing?
- (A) Lines 4-6
  - (B) Lines 8-9
  - (C) Lines 14-15
  - (D) Lines 18-20
50. The purpose of the passage is to
- (A) Discuss American literature in the first half of the eighteenth century
  - (B) Give biographical data on two American writers
  - (C) Explain which authors supported the Revolution
  - (D) Describe the literary influence during revolutionary America

## APPENDICES

### Appendix 4. The Documentation Score

NO.	Gender	Reading Strategies	Reading Comprehension	RS	RC
1	1	111	82	4	6
2	1	112	82	4	6
3	1	79	70	3	5
4	1	112	82	4	6
5	1	100	74	3	6
6	1	101	74	3	6
7	1	90	56	3	4
8	1	77	62	2	5
9	1	125	74	4	6
10	1	120	80	4	6
11	1	77	56	2	4
12	1	99	58	3	4
13	1	76	52	2	4
14	1	105	66	4	5
15	1	115	78	4	6
16	1	110	72	4	5
17	1	65	54	2	4
18	1	120	86	4	7
19	1	55	52	2	4
20	1	120	84	4	6
21	1	125	82	4	6
22	1	75	62	2	5
23	1	120	80	4	6
24	1	121	86	4	7
25	1	110	78	4	6
26	1	115	82	4	6
27	1	109	78	4	6
28	1	111	82	4	6
29	1	55	48	2	4
30	1	70	54	2	4
31	1	118	76	4	6
32	1	75	48	2	4
33	1	100	74	3	6
34	1	77	54	2	4
35	1	120	64	4	5
36	1	78	46	3	4
37	1	78	40	3	3
38	1	100	50	3	4
39	2	117	76	4	6
40	2	125	68	4	5
41	2	124	60	4	5
42	2	76	54	2	4
43	2	130	66	5	5
44	2	103	66	4	5
45	2	77	48	2	4
46	2	160	70	5	5
47	2	114	64	4	5
48	2	99	66	3	5
49	2	116	82	4	6
50	2	106	68	4	5
51	2	116	76	4	6



52	2	128	70	5	5
53	2	104	82	4	6
54	2	100	66	3	5
55	2	110	74	4	6
56	2	109	74	4	6
57	2	123	80	4	6
58	2	80	54	3	4
59	2	109	64	4	5
60	2	111	76	4	6
61	2	110	60	4	5
62	2	107	64	4	5
63	2	99	66	3	5
64	2	123	60	4	5
65	2	110	74	4	6
66	2	97	78	3	6
67	2	114	64	4	5
68	2	111	66	4	5
69	2	121	84	4	6
70	2	119	68	4	5
71	2	120	72	4	6
72	2	100	66	3	5
73	2	114	82	4	6
74	2	98	62	3	5
75	2	77	34	2	3
76	2	77	34	2	3
77	2	135	84	5	6
78	2	132	82	5	6
79	2	94	62	3	5
80	2	123	82	4	6
81	2	94	68	3	5
82	2	115	84	4	6
83	2	117	82	4	6
84	2	77	52	2	4
85	2	76	50	2	4
86	2	137	86	5	7
87	2	65	48	2	4
88	2	137	78	5	6
89	1	70	46	2	4
90	1	78	54	3	4
91	1	101	54	3	4
92	1	115	68	4	5
93	1	100	60	3	5
94	1	75	46	2	4
95	1	74	46	2	4
96	1	86	54	3	4
97	1	87	42	3	3
98	1	92	52	3	4
99	1	68	36	2	3
100	1	65	38	2	3
101	1	75	38	2	3
102	1	87	50	3	4
103	1	70	42	2	3
104	1	103	54	4	4
105	1	77	48	2	4
106	1	112	64	4	5
107	1	98	52	3	4

108	1	79	56	3	4
109	1	70	56	2	4
110	1	68	56	2	4
111	1	78	56	3	4
112	1	96	56	3	4
113	1	101	56	3	4
114	1	126	60	5	5
115	1	102	68	4	5
116	1	105	54	4	4
117	1	111	70	4	5
118	1	100	58	3	5
119	1	78	46	3	4
120	1	77	48	2	4
121	1	95	62	3	5
122	1	101	56	3	4
123	1	102	81	4	6
124	1	86	60	3	5
125	2	83	58	3	5
126	2	80	56	3	4
127	2	94	68	3	5
128	2	120	84	4	6
129	2	109	58	4	5
130	2	114	78	4	6
131	2	115	58	4	5
132	2	94	72	3	6
133	2	101	60	3	5
134	2	110	82	4	6
135	2	121	84	4	6
136	2	121	78	4	6
137	2	101	68	3	5
138	2	101	66	3	5
139	2	96	78	3	6
140	2	98	68	3	5
141	2	77	58	2	4
142	2	78	72	3	6
143	2	77	70	2	5
144	2	79	66	3	5
145	2	112	74	4	6
146	2	104	68	4	5
147	2	115	78	4	6
148	2	82	54	3	4
149	2	78	58	3	4
150	2	96	70	3	5
151	2	75	50	2	4
152	2	108	70	4	5

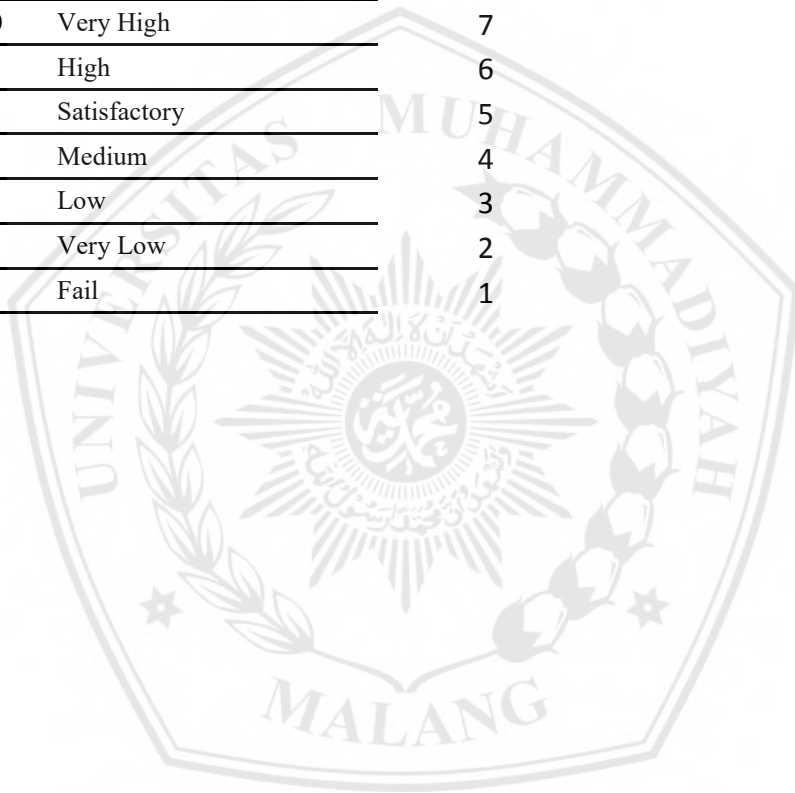
Note:

RS

<b>Score</b>	<b>Reading Strategies Frequency</b>	
30-53	Very Low	1
54-77	Low	2
78-101	Medium	3
102-125	High	4
126-150	Very High	5

ITP

<b>Score</b>	<b>Reading Comprehension</b>	
86-100	Very High	7
72-85	High	6
58-71	Satisfactory	5
44-57	Medium	4
30-43	Low	3
16-29	Very Low	2
2-15	Fail	1



## APPENDICES

### Appendix 5. Statistical Computation

**Descriptive Statistics of Participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	50.0	50.0	50.0
	Female	76	50.0	50.0	100.0
	Total	152	100.0	100.0	

**Descriptive Statistics of Participant' Reading Comprehension Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	5.3	5.3	5.3
	Medium	46	30.3	30.3	35.5
	Satisfactory	54	35.5	35.5	71.1
	High	41	27.0	27.0	98.0
	Very High	3	2.0	2.0	100.0
	Total	152	100.0	100.0	

**Descriptive Statistics of participants' Reading Strategies**

Group Statistic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	31	20.4	20.4	20.4
	Medium	49	32.2	32.2	52.6
	High	64	42.1	42.1	94.7
	Very High	8	5.3	5.3	100.0
	Total	152	100.0	100.0	

## Normality Testing

**One-Sample Kolmogorov-Smirnov Test**

		ITP
N		133
Normal Parameters <sup>a</sup>	Mean	62.9398
	Std. Deviation	1.25697E1
Most Extreme Differences	Absolute	.070
	Positive	.070
	Negative	-.059
Kolmogorov-Smirnov Z		.813
Asymp. Sig. (2-tailed)		.524

**One-Sample Kolmogorov-Smirnov Test**

		RS
N		152
Normal Parameters <sup>a</sup>	Mean	99.20
	Std. Deviation	19.087
Most Extreme Differences	Absolute	.126
	Positive	.126
	Negative	-.097
Kolmogorov-Smirnov Z		1.550
Asymp. Sig. (2-tailed)		.160

## Reliability of Instrument

Reading Comprehension test

**Reliability Statistics**

Cronbach's Alpha	N of Items
.800	50

## Reading strategies

### Reliability Statistics

Cronbach's Alpha	N of Items
.894	30

## Gender Achievement Differences

### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ITP	Male	76	58.9342	12.89065	1.47866
	Female	76	68.1184	11.31367	1.29777

## Correlation between Reading Strategies and Reading Comprehension

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764 <sup>a</sup>	.583	.581	12.66602

a. Predictors: (Constant), ITP

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33688.316	1	33688.316	209.990	.000 <sup>a</sup>
	Residual	24064.203	150	160.428		
	Total	57752.520	151			

a. Predictors: (Constant), ITP

b. Dependent Variable: RS

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.050	5.165		5.043	.000
	ITP	1.155	.080	.764	14.491	.000

a. Dependent Variable: RS



### Validity of Reading Strategy

Item	N	r	r-table	Note
Q1	20	.681	.444	Valid
Q2	20	.737	.444	Valid
Q3	20	.524	.444	Valid
Q4	20	.585	.444	Valid
Q5	20	.579	.444	Valid
Q6	20	.649	.444	Valid
Q7	20	.715	.444	Valid
Q8	20	.472	.444	Valid
Q9	20	.576	.444	Valid
Q10	20	.739	.444	Valid
Q11	20	.767	.444	Valid
Q12	20	.526	.444	Valid
Q13	20	.504	.444	Valid
Q14	20	.673	.444	Valid
Q15	20	.498	.444	Valid
Q16	20	.507	.444	Valid
Q17	20	.515	.444	Valid
Q18	20	.778	.444	Valid
Q19	20	.477	.444	Valid
Q20	20	.452	.444	Valid
Q21	20	.496	.444	Valid
Q22	20	.579	.444	Valid
Q23	20	.517	.444	Valid
Q24	20	.435	.444	Valid
Q25	20	.507	.444	Valid
Q26	20	.540	.444	Valid
Q27	20	.548	.444	Valid
Q28	20	.555	.444	Valid
Q29	20	5.44	.444	Valid
Q30	20	1	.444	Valid