

**THE COMPARISON BETWEEN MALE AND FEMALE'S  
READING COMPREHENSION AT THE SECOND GRADE  
SMPN 41 BULUKUMBA**

*( A Descriptive Research )*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment of Requirement for  
The Degree of Education in English Department*

**GETRIS PURNAMA**

**10535547113**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**LEMBAR PENGESAHAN**

Skripsi atas nama **GETRIS PURNAMA**, NIM **10535 5471 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H  
31 Januari 2018 M

Panitia Ujian :

- |                    |   |
|--------------------|---|
| 1. Pengawas Umum : | Dr. H. Abdul Rahman Rahim, S.E., M.M.   |
| 2. Ketua           | : Erwin Akib, M.Pd., Ph.D.  |
| 3. Sekretaris      | : Dr. Khaeruddin, S.Pd., M.Pd.  |
| 4. Dosen Penguji   | 1. Ummi Khaerati Syam, S.Pd., M.Pd.<br>2. Andi Asri Jumiaty, S.Pd., M.Pd.<br>3. Muh. Arfin bin Salim, S.Pd., M.Pd., Ph.D.<br>4. Farisha Andi Baso, S.Pd., M.Pd. |


Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar

  
  
**Erwin Akib, M.Pd., Ph.D.**  
 NIM. 1.840.934



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Title : **The Comparison between Male and Female's Reading Comprehension at the Second Grade SMPN 41 Bulukumba (A Descriptive Research)**

Name : **GETRIS PURNAMA**

Reg. Number : 10535 5471 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Januari 2018

Approved by:

Consultant I

Consultant II

Ummi Khaerati Syam, S.Pd., M.Pd.

Nurung Anugrawati, S.Pd., M.Pd.

Dean of FKIP  
 Universitas Muhammadiyah Makassar  
 Universitas Muhammadiyah University



Erwit Akib, M.Pd., Ph.D.  
 NBM: 860 934

Head of English  
 Education Department



Umami Khaerati Syam, S.Pd., M.Pd.  
 NBM: 977 807





FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

---

**SURAT PERNYATAAN**

Nama : Getris Purnama  
NIM : 10535 5471 13  
Program : English Education  
TITLE : **The Comparison between Male and Female's reading Comprehension at The Second Grade SMPN 41 Bulukumba (A Descriptive Research).**

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Makassar, November 2017

Yang membuat perjanjian

**Getris Purnama**





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---

**SURAT PERJANJIAN**

Nama : Getris Purnama  
NIM : 10535 5471 13  
Program : English Education  
TITLE : **The Comparison between Male and Female's reading Comprehension at The Second Grade SMPN 41 Bulukumba (A Descriptive Research).**

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## ABSTRACT

**Getris Purnama. 2017. The Comparison between Male and Female's Reading Comprehension at The Second Grade SMPN 41 Bulukumba (A Descriptive Research).** Thesis in faculty teacher training and education Makassar Muhammadiyah University The supervisor by Ummi Khaerati Syam and Nunung Anugrawati.

This research aimed to find out whether there is or not comparison between male and female's reading comprehension students of the second grade of SMPN 41 Bulukumba. The researcher focused on is there any significant difference of reading comprehension between female and male students. This research was descriptive quantitative and employed comparative method. This compares male students and female students' reading comprehension ability. This study has one variable that is the ability of female and male students in reading comprehension. The population of this research consisted of second grade of students of SMPN 41 Bulukumba. It used random sampling technique where the researcher took 30 students consisted 15 male students and 15 female students from 4 classes. The researcher used reading test as the instrument of the research. The researcher gave the reading test the numbers of tests are 30 items there are 20 items for multiple choices and 10 essay text.

The result of the data analysis indicated that there was significance difference between male and female students in reading comprehension where female students' score was higher than male students' score. The mean score of female students (eight point one) was greater than the mean score of male students (seven point four). Based on the findings and discussions of the research, the researcher concluded that there was a significant difference of reading comprehension between male and female students of the second grade of SMPN 41 Bulukumba and female students' reading comprehension ability was better than male students.

**Keywords:** Comparison, reading comprehension, Descriptive quantitative, narrative reading text

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Getris Purnama

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# CHAPTER I

## INTRODUCTION

### A. Background

Language is a basic need for human communication in expressing idea, thoughts and feelings. Now days English has a very important role because it is particularly uses in almost all of the countries as international language. Based on the fact above, English has to be taught in all level education. Almost countries have adapted English as a compulsory subject at schools. The national education has decide English as a foreign language taught in Indonesian school. English learned from primary school up to university. The curriculum stated that out of the four skills that are listening, speaking, reading and writing.

Reading is one of the language skills, should be mastered well by the students because reading is essential factor that influences one's activity in communication. Reading is a part of daily activity. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Beside that, reading is an interesting activity, because people can get some information widely without going anywhere.

Bennete (2001) states that reading is a visual process, which cover a symbolic process of seeing an item or symbol and translating it into an idea or image.



The image is processed into concepts and whole dimensions of thought. So, reading process not only involve physical processing (by using eyes) but also mental processing (by using prior knowledge). Those processing acts are tied up to produce a new concept from the written text. When readers try to comprehend a reading text, they will identify the individual meaning of the words then they work out the relationship between the words to draw meaning from the texts.

Besides reading as crucial and indispensable thing, it also can someone feels relax, where someone can interact with his or her feeling and thought, acquire information and increase the knowledge. According to Bowman in (Mutmainna:2009) reading is appropriate tool to promote life-long learning. Teaching it to the student means giving them a future that is giving a technique about how to explore the world and give them an opportunity to reach their goals.

However, reading is not an easy learning activity. There are a lot of factors that can influence the students' success in reading, for example to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Beside that, the students' reading also influenced by their gender themselves, in this case male and female.

In general, the gender differences are related to the learning interest of the students. According Cole in (Mutmainna : 2009) states that the relationship between interest age and gender, a boy likes an adventure and a girl likes fiction. When I was Magang I, II, and III is there any significant different between male and female's in learning English language, the females more active and pay attention than male when they study. However, gender plays important role in determining someone style in reading. The difference of learning result between female and male need to be known because based on the theory, both of them have different characteristics in their interests and linguistic ability. For example, theoretically, the linguistic ability of female in general can develop earlier better than male. Furthermore, (Al-Shumaimeri : 2007) find out that the male students seem to have performed significantly better than female students in their comprehension performance of gender neutral texts.

Therefore is the ideas above, the researcher conducted a focus on research "The Comparison between Male and Female's Reading comprehension at the second grade SMPN 41 Bulukumba".

## **B. Problem Statements**

Based on the background, the writer formulated the problem statement as follows:

1. How is the male students ability on reading comprehension at SMPN 41 Bulukumba?

2. How is the female students ability on reading comprehension at SMPN 41 Bulukumba?
3. Is there any significant difference of reading comprehension between female and male students ability at SMPN 41 Bulukumba ?

### **C. Objective of the Study**

Based on the problem statement preview, the objective of the research is to find out.

1. How is the male students ability on reading comprehension at SMPN 41 Bulukumba?
2. How is the female students ability on reading comprehension at SMPN 41 Bulukumba?
3. Is there any significant difference of reading comprehension between female and male students ability at SMPN 41 Bulukumba?

### **D. The Significance of the Research**

This research is expected to be useful information for the lecturers that conduct and teach reading. At least, that they know that males and females read differently. For the teachers, they can know that in teaching and learning process of male and female students, there are differences both in terms of the level of intelligence, the skill of it is certainly very influential, especially in reading comprehension. For the students, students can know that in reading we need a high concentration for to understand the contents of the reading well. For the researchers

can also know that there are differences male and female, whether in terms of linguistics, attitude, and also skill, it certainly affects the learning process of students

#### **E. The Scope of the Research**

The researcher is limited the comparison between male and female's reading comprehension with use narrative reading text at the second grade SMPN 41 Bulukumba.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explained about some of related literature which consists of Comparison between Male and Female's Reading Comprehension. The explanation of reading comprehension was consists of definition of reading comprehension according some expert. Reading comprehension on female and male or we know as a gender will try to describe is there any or not different on reading.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they had difficulty in making progress.

#### **A. Previous Related Research Findings**

For more clarification, particularly in comparison between female and male in their attitude, behavior and their intelligence, there are some related studies or findings that support this research. This are related to the gender different. There are some findings stated that:

Maubach and Morgan (2001) state that male students have high score in exact, science, while female students in linguistics. Furthermore they state that male students are active in learning natural sciences, mathematic and the other scientific subjects, they also like to pay attention to be punished and to be asked by the teacher compared to female students.

Bugell and Bram (2001) assert that female students are strong enough to memorize or remember social information such as conversation, information between individual or social interaction. Female students are easier to learn literature and the other social science; meanwhile male students are easier to describe the complex problem such as mathematics, physics and the other natural sciences.

Collaghan (2001) states that female class had higher achievement compare the male class. There are factors that cause the difference of English achievement among them. One of these are the female students' have high concentration and interest.

As for the relationship between gender differences and learning styles, some interesting gender differences in learning can be found. According to Siebert and Gerl in (Husnul Khatimah:2017) stated, found in an investigation about participants in adult education classes, that women prefer to continue learning in organized classes, whereas men would rather go without if they can continue with self-organized learning. This could be important when we will look at the interest in participating in virtual seminars.

Jufrianto (2002) in his research found that female and male are different in rhetoric writing elements. Men are more creative, more accurate, more specific, more concrete, more clear, harder and bare, more vary and more well sounding than women.

Sriwiduri (2003) in her research found that there is no significant difference between English Literature students and English education students on reading comprehension ability.

Based on the above research studies, it can be concluded that male and female students have some differences in linguistic, learning style and writing. So it can be influenced on reading comprehension.

## **B. Some Pertinent Ideas**

### **1. Gender**

#### **a. Terminology of Gender**

Gender studies emerge nowadays, thus there are many terms can be used to classify the sexes differences or gender differences. Delfabbro (2014) states that gender refers to the social construction of female and male identity. It can be defined as more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

#### **a. Biological Sex**

Sex refers to our biological and physical anatomy. Biological sex is used to assign gender at birth. For most people, biological sex and gender are aligned. However, many variables can factor into one's biological sex; for example, a person's chromosomal or anatomical configurations. These and other factors



can combine in such a way as to make biological sex much more complex than two distinct categories.

### **b. Gender Identity**

Unlike biological sex—which is assigned at birth and based on physical characteristics—gender identity refers to a person’s innate, deeply felt sense of being male or female (sometimes even both or neither). While it is most common for a person’s gender identity to align with their biological sex, this is not always the case. A person’s gender identity can be different from their biological sex.

Increased societal understanding and scientific research exploring the origins of gender are serving to expand formerly simplistic societal notions of limited gender categorization. Gender identity and other recently defined terms are ones that are more inclusive of these normal variations of gender. Because gender identity is internal and not always visible to others, it is something determined by the individual alone.

### **c. Gender Expression**

In contrast to gender identity, gender expression is external and is based on individual and societal conceptions and expectations. It encompasses everything that communicates our gender to others: clothing, hairstyles, body language, mannerisms, how we speak, how we play, and our social interactions and roles. Most people have some blend of masculine and feminine qualities that comprise

their gender expression, and this expression can also vary depending on the social context i.e.; attire worn at work rather than play, hobbies or interests, etc.

**d. Sexual Orientation**

Sexual orientation is a term that refers to being romantically or sexually attracted to people of a specific gender. Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. Although a child may not yet be aware of their sexual orientation, they usually have a strong sense of their gender identity from a very early age.

**e. Gender Variance/Gender Non-Conformity**

Gender variance refers to behaviors and interests that fit outside of what we consider 'normal' for a child or adult's assigned biological sex. We think of these people as having interests that are more typical of the "opposite" sex; in children, for example, a girl who insists on having short hair and prefers to play football with the boys, or a boy who wears dresses and wishes to be a princess. These are considered gender-variant or gender non-conforming behaviors and interests. It should be noted that gender nonconformity is a term not typically applied to children who have only a brief, passing curiosity in trying out these behaviors or interests.

**f. Transgender**

This term refers to an individual whose gender identity does not match their assigned birth sex. For example, a transgender person may self-identify as a

woman but was born biologically male. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender). Therefore, transgender people may additionally identify as straight, gay, lesbian, or bisexual. In its broadest sense, the term transgender can encompass anyone whose identity or behavior falls outside of stereotypical gender norms.

**g. Gender Fluidity**

Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women and men. For some people, gender fluidity extends beyond behavior and interests, and actually serves to specifically define their gender identity. In other words, a person may feel they are more female on some days and more male on others, or possibly feel that neither term describes them accurately. Their identity is seen as being gender fluid.

**h. Genderqueer: Genderqueer**

is a term that is growing in usage, representing a blurring of the lines surrounding society's rigid views of both gender identity and sexual orientation. Genderqueer people embrace a fluidity of gender expression that is not limiting. They may not identify as male or female, but as both, neither, or as a blend. Similarly, genderqueer is a more inclusive term with respect to sexual orientation. It does not limit a person to identifying strictly as heterosexual or homosexual. (Note:

This term is NOT typically used in connection with gender identity in pre-adolescent children).

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equity means fairness of treatment for women and men, according to their respective needs. Arrelano (2013).

Furthermore, Wijk and Francis (2009) assert that gender is a socially constructed definition of women and men. It is not the same as sex (biological characteristics of women and men) and it is not the same as women. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life.

Based on the definitions of gender previous, the searcher can conclude that gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.

## **b. Male and Female**

Based on the terminology of gender above, the writer is going to the brain activity of male and female. Collier Cool, in the Webster's New World College Dictionary, defines male and female as the following:

1. Women have more connections going left and right across the two halves of the brain. This could give them an advantage in pulling together information from different sources and drawing conclusions. The left half of the brain handles logical thinking, and the right is associated with intuition. (Collier Cool: 2015)
2. Men's brains have more connections from front to back, which may heighten their perception. They may be more attuned to what's going on around them so they can take action. Men have stronger connections between brain areas for motor and spatial skills. That means males tend to do a better job at tasks that need hand-eye coordination and understanding where objects are in space, such as throwing a ball or hammering a nail. (Collier Cool: 2015).

## **2. Reading**

### **a. Definition of Reading**

About reading activity, the experts have different definition but basically they have similar perception about it that is reading a process. Allen and Valette (2014) state that reading is a developmental process. In early stage, reading is word recognition which is in a discourse.

Reading defined by Carrel (2003) is an activity between the reader and a writer. The writer sends its idea in a written form and the reader catches the idea from the printed pages.

In addition, According to Kustaryo (2003) concludes that reading is a combination of alphabet recognition, intellect, emotion which are related to the background knowledge of the reader to understand the written message.

Furthermore, Weaver (2000) has identified three conflicting definitions of reading, they are: (1) reading means learning to pronounce words, (2) reading means learning to identify words and get their meaning, and (3) reading means learning to bring meaning to a text in order to get meaning from it.

Related to the definitions above, the writer can conclude that reading a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Word recognition is a process to identify the words in print, comprehension is a process to construct an understanding from them, and fluency is an achievement from identifying words and making meaning so that reading is automatic and accurate.

#### **b. Kinds of Reading**

There are three kinds of reading that is known as reading aloud, silent reading, and speed-reading every term of which will be discussed below:

## **1) Reading Aloud**

Reading aloud is a kind of reading that is expressed orally every word in the text. It aims to improve the student ability in pronouncing the word, stressing the word, and having a good intonation about every sentence in the passage. Through reading aloud, there are advantages from things that teachers can evaluate how far their student are in pronunciation, word stress and sentence intonation. In a single reading class, a large group, small group, and individual can do reading aloud. If the activity of reading aloud is done by group means that the teacher in this case, checks up the student ability in pronunciation and the stress of the word and the sentence intonation in group. If it is done by the individually means that teacher just checks and evaluate the student's ability individually.

The student who involved in reading aloud activity will get progress because they themselves always measure their own skill of pronunciation and stressing the words that shown by the teacher in reading activity. In this following moment; if the students make mistake in pronouncing the words for example, teacher may correct them and the students will out in mind their teacher's correction. it will help to give the students advancement in dealing with reading aloud. In addition reading aloud also helps to improve the word recognition.

## **2) Silent Reading**

Silent reading frequently practiced by a reader who wants to comprehend the text in reading comprehension process. Silent reading means that by reading heart



where there is no voice is expressed. This type of reading aims to find out the meaning given in the passage not to practice the pronunciation of the words and how to express the word as in reading aloud. Reading silently need a teacher too much attention to what he is reading because to gain the meaning given in the following text, reader should have a full concentration. In silent reading a reader tries to find out the main ideas, supporting ideas that started explicitly that is why during teaching process, teacher usually takes control the class while the student are reading to give some help if necessary or needed by the students to overcome the students problem in developing reading skill.

### **3) Speed Reading**

Speed reading is reading faster to get the ideas in answering some specific question. Speed reading need speed eyes (eye speed) that help to find out the ideas very quickly. If someone's eye speed is normal will give him help in doing speed reading. If the eye speed is getting trouble, means that a reader will get trouble in speed reading.

In doing speed reading, teacher should evaluate the student about how far they are and how quick they are finding out some certain ideas regarded to the given questions his student's competence in reading comprehension (Smith, 2010).

The three kind of reading above can be used by the student in reading comprehension based on the situation. Reading aloud can be used in teaching and

learning process in the classroom or it can be applied by the reader in their daily life as their habit to read aloud. Silent reading commonly practiced by the student who need to comprehend the reading materials either in the classroom or out of the class, while speed reading commonly practiced by the students to get ideas in the limited time or in answering some questions based on the text.

### **c. Some Reading Techniques**

In English there are three kinds of reading techniques, namely: survey reading, skimming and scanning.

#### **1) Survey Reading**

In survey reading, a reader surveys some information he wants. Thus before coming to reading process, he must set some kinds of information he needs. In survey reading, a schemata or previous knowledge is very helpful because it enables the readers to comprehend the main point in the text easily.

#### **2) Skimming**

Skimming is a kind of reading that aims to get the main ideas in the text by moving the eyes quickly David in Hariana (2005) states that skimming is a reading technique that a reader eyes moves quickly to get the main ideas.

Skimming is a useful skill to be applied in reading as Hasnah (2008) mentions that in preview skimming a reader reads the introductory information, the headings and the summary if one is provided. Find out the topic of the paragraph and to answer specific questions.

### **3) Scanning**

Scanning means glancing rapidly through a text either to search for specific information or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader tries to locate the specific information and often he does not even follow the linearity of the passage to do (Nuttal, 2000).

Kustaryo (2003) pointed out that scanning is a reading technique that a reader needs to read quickly in order to answer the given questions. This technique is very important for the reader to get the main point of ideas concerning the given questions.

### **3. Reading Comprehension**

#### **a. Definition of Reading Comprehension**

Reading is one of the aspects of language skills that is a very useful activity for everyone, especially for students, because by reading students can extend their concept of knowledge, improve their language skills, and enlarge their insight from the information they get from reading materials. In this way, the students not only read but they are also able to comprehend the written text or reading material that they read, that's reading comprehension.

Wilhelm (2009) states that reading comprehension is defined as understanding written material that is read, or the process of 'constructing meaning' from written material. This process is often complex and can be difficult for some people,

especially people with a specific learning disability or intellectual impairment.

The main strategies used in understanding written material include:

- a. Applying the information being read to previous knowledge to gain understanding.
- b. Checking understanding as progressing through the text rather than just reading.
- c. Clarifying information where needed
- d. Visualizing what is happening in the text to 'create a picture of context.
- e. Identifying word and sentence meanings or decoding the text.
- f. Questioning written material by using existing knowledge to predict meaning.

According to Klinger and Vaughn (2007) assert that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself.

There has been many other definition of reading comprehension. According to Smith (2010) it depends on many factors as follows:

- a. The reader's ability to attend the ideas.
- b. The readers background knowledge to which new information must be added.
- c. The quality of the writing itself.
- d. The reader's purpose or goals in reading the material.

By looking at those definitions above, it can be concluded that reading comprehension is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

#### **b. Level of Comprehension**

Comprehension is the mind's act, so comprehension is an active thinking process that not only depends on comprehension but also on the students experience and prior knowledge.

There are various level of comprehension, higher level of comprehension would obviously include higher level of thinking. Smith (2010) divides the comprehension into four levels of skills. They are literal reading, interpretative reading, critical reading and creative reading. Each of these skills could be explained as follows:

##### 1) Literal Reading

Literal Reading refers to the ideas and fact that directly stated on the printed pages. Literal reading is the skill of getting the primary directly literal meaning of word, ideas or sentence in context. The basic of literal comprehension are recognizing stated main ideas, details, cause and effect and sequences. This level of level because a reader must first understand what the author said before he can draw an inference or make an evaluation.

## 2) Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level demands higher level of thinking ability because the questions in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Smith (2010) states that in interpretation readers read between the line, make connections among individuals stated ideas, make inference, draw conclusions, read between the lines to get inferences, or implied meaning from the text.

## 3) Critical reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author.

In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

## 4) Creative reading

Creative reading involves going beyond the material presented by the author. Creative reading requires reader to think as they read just as critical

reading and it requires the reader to use their imagination. In creative reading, the reader tries to propose new alternative solutions to those by the writer.

### **c. Reading Comprehension Process**

Reading comprehension involves two processes, the first is the reader establishes what the writer has said and the second he must follow what the writer meant. Bright (2000) says that reading comprehension can be viewed into two stages, they are; the mechanical process and comprehension process. The mechanical process includes that the language competence, interest, motivation, and reading ability. And comprehension process is the element of reading materials.

Bright (2000) suggests that the process of reading comprehension involves three basic skill areas. From a series of printed symbols, the reader strives to identify the specific ideas of another person, establishes the organization of these ideas. Davies (2011) explains that deciphering means recognition or patterns the message, these comprise distinguishing writing from other kinds of patterns, sensing direction of the writer, finding, beginning and ends of the text, adjusting the rate the eye scan to the rate of comprehension, and referring back or forward to resolve ambiguity or doubt.

### **d. The Ability of Reading Comprehension**

The process of reading comprehension can be viewed into two stages, i.e, the mechanical process and comprehension process. The mechanical process which

deals with the reader activity is followed by the eye movement of the text, and comprehension process is a competent of the reader to interpret of the reading materials.

As the students want to improve their reading abilities for comprehension, they have to read rapidly. First in order to assimilate any aspect of the subject of general information about aspect of the subject that may special interest to the subject and they have' to seek or observe and continue the material if they are stream of the new ideas. Thus they should read the material closely in order to follow the argument and assimilate all those the new ideas. Among the ability for comprehension to support the students comprehension ability, William (2000) suggests that the ability 1) select important points, 2) interpret information and ideas, 3) make deduction and judgment.

In conclusion, to have the skill of comprehension the students must practice to interpret and to understand the material as well as do exercises in reading as much as possible. The writer believes that, reading comprehension is the most important ability to the students to understand what has been read.

#### **e. Factors Influencing Reading Comprehension**

Corney (2007) points out factors beside text type that influence comprehension, they are:



1) Oral language

An important factor that the teacher must consider when teaching comprehension is the students' oral language. A student's oral language has significantly relationship with his or her reading ability. The students with limited oral language ability will not have an understanding of the basic pattern and concept of the language. Therefore, these students will not have base or which to develop reading and comprehension.

2) Attitude

A student's attitude toward reading can affect the way he or she comprehends. The students with a negative attitude toward reading will not be able to comprehend as effectively as the students with positive attitude. A student who has developed a negative attitude about reading will not perform the task of reading as well as the students who has a positive attitude.

3) Purpose for reason

The purpose an individual has for reading something directly influence how that person will comprehend the reading and to what that person will pay attention. If the students read a text because he or she is going to have multiple-choice test, he or she probably focusing on every detail. On the other hand, he or she reads a text to get general idea of what he or she needs to know, he or she is not pay attention to all the detail, instead just focusing on the general idea.

4) General physical and Emotional Condition

All learning influenced by the learners' general physical and emotional condition including comprehend. Students who have good health, good vision, enough to eat before they come to school, and who are not emotionally upset will best learn to comprehend most effectively.

Reading comprehension not only depends on the reader. Smith (2000) points out that reading comprehension depend on the reader, writer, and the teacher.

a. The reader

There are four factors influencing the students to comprehend the reading material according to Smith. They are students' basic skill development, their concept of reading, their attitude toward reading and their overall intellectual development.

b. The writer

The success of reading comprehension not only depends on the reader but also demand on the writer. Writing is not simply "talked written down" so, writers should express themselves in writing as they would in speaking. They have to use a good function system signal meaning as a substitute for gesture, facial expression, vocal emphasis and other cues to meaning that would be sued in speaking. Words should be used with precision, sentences should be constructed to avoid ambiguity and paragraph should be focus, unified, and coherent.

c. The teacher

Teacher plays every important role in reading comprehension. The success of reading also depends on the teacher. The teacher has to select the material carefully. It should base on the students interest and needs. They should give some comprehension exercise to the students and guide them in doing the exercise.

#### **4. Attitude Difference toward Language Learning**

Some experts agree that female linguistic ability develop quicker and better than male. Collaghan (2015) states that female linguistic has less affect toward performance and language ability. They reject the perception about gender perspective influenced by genetic factor, hormone or brain structure. Factors which influence the gender perspective is environment factor and socio-psychology.

Maubach and Morgan (2001) from some researchers stated that some factors like socialization, social pressure, sex, and career and attitude toward subject and teacher who can help the female language ability. This statement is supported by Goodwyn's statement from Daly (Davison and Mossed, 2000), that there is no significant difference between female and male ability, but the essential thing is their attitude. Attitude difference also happened in implementing reading strategy. According Oxford (Harris, 1998) that female more in using reading strategy than male.

## 5. Habit Reading Differences

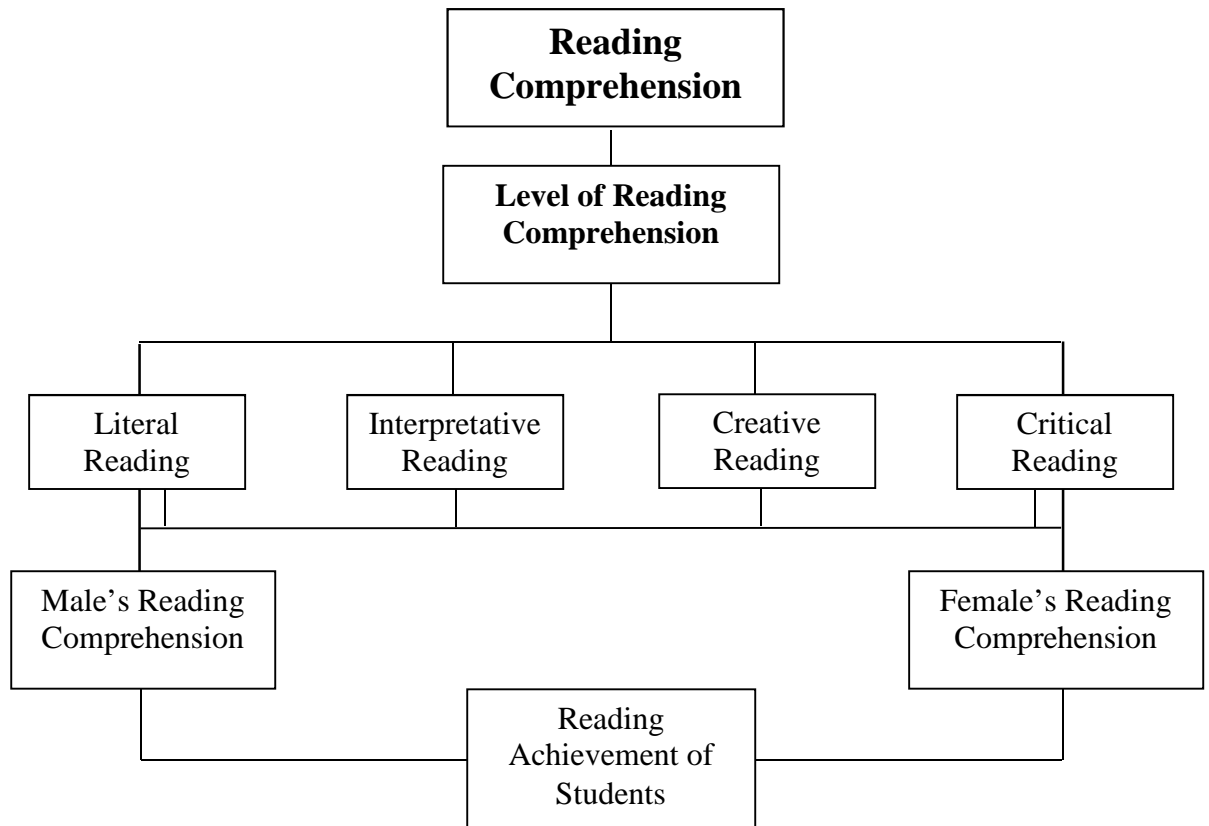
As the previous explanation that difference attitude influences the language ability between female and male. Male who has high Self-confident, tends like to speak spontaneously in foreign language. But, according to Browne in Maubach and Morgan (2001), male has more difficulties than female in reading and writing. Female more in reading and produce written text than male in the earlier year.

But as the previous explanation that external factors influence the language ability of someone, also the reading ability. According to Harris in (Nazhifah: 2013) stated that male prefer reading factual information rather than story and only looking for the certain information needed rather than reading from the beginning to last part. They prefer reading for needs and privacy. This is not only to increase learning motivation, but also to indicate that the early knowledge more important to facilitate understanding of the text.

Duke (2002) also stated that some boys tend to argue that reading a fiction is girls' hobby and they tend to read information text, magazine, comic, newspaper and article in internet. Both of these experts actually support or agree with Bugel and Buunk (2004) stated that interest and prior-knowledge influence understanding value of text of someone. A female has different interest and prior-knowledge with a male. A female tends to own interest toward a feminism text. On contrast, a male prefer a masculine topic. For neutral topic, there is no significant difference.

So we can conclude that the reading achievement is influenced of the topic because there are interest and knowledge differences of the reading. Topic differences which are based on the previous interest and knowledge that will influence of motivation whether she/he will read all of the text from beginning until the last part or only reading the needed information.

### C. Conceptual Framework



**Figure 2.1: Conceptual Framework**

The conceptual framework above explain about the process in learning English especially in reading comprehension. It have four levels namely Literal, Interpretative, Creative and critical reading. The researcher will research about the comparison between male and female's reading comprehension. So, the researcher uses reading test. The output is the students reading comprehension achievement at the second grade students of SMPN 41 BULUKUMBA.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

This chapter presents the research method, variable operational definition, research subject, instrument of the research, procedure of collection data and technique of data analysis.

#### **A. Research Method**

This research used descriptive quantitative. It aimed at finding out whether or not females are more excellent than males in reading comprehension. With one variable was the ability of female and male students in reading comprehension.

#### **B. Time and Location of the Research**

The research started on 9<sup>th</sup> until 14<sup>th</sup> October 2017 and the research was done once and needs 90 minutes. Research location was in SMPN 41 Bulukumba.

#### **C. Research Subject**

The researcher chose the second grade SMPN 41 Bulukumba as the population, every class consisted of 26 until 27 students so, total the students of the second grade SMPN 41 Bulukumba 107 Students . The sample of the research consisted of 30 students, 15 male students and 15 female students which was taken by using random sampling technique.

#### **D. The Instrument of the Research**

The instrument of the research used a narrative reading test in multiple-choices and essay test. The students answering some questions that relate to the reading text. The numbers of the test were 30 items which was one reading text. There were 20 items for multiple-choices and 10 items for essay test.

#### **E. Procedures of Data Collection**

The procedures of collecting data in this research took one meeting which consisted of 90 minutes. The researcher distributed some tests to the students and they were expected to answer the questions in 90 minutes and then the researcher collected them.

#### **F. Technique of data analysis**

In analysing the data, the researcher employed some steps as follows:

1. Collecting the students' answer sheets and giving score by analyzing the answer.

Maximum score for each question is 3. In scoring the writer followed the criteria :

**Table 3.1 Criteria of Reading Comprehension (Multiple Choices Test)**

Criteria	No. Item of Instrument	score	total test
The students in literal reading	2, 3, 11, 12,16, 17	3	6
The students in interpretative reading	5, 6, 13, 14, 15,	3	5
The students in critical reading	1, 8, 19 18	3	4
The students in creative reading	4, 7, 9, 10, 20	3	5
The total of test	20		20



**Table 3.2 Scoring Rubric of Reading Comprehension Test (Essay test)**

No	Criteria	Score
1.	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2.	Identified the main idea and provided adequate evidence, details relating to the main idea.	3
3.	Limited main idea identification and limited evidence details relating to the main idea.	2
4.	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer, 1995 in Haslinda (2007)

## 2. Scoring the students' correct answer male and female

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the number of items}} \times 10$$

(Depdikbud, 1985)

## 3. Classifying the score of the students' male and female

Score 9.6 – 10	: Excellent
Score 8.6 – 9.5	: Very Good
Score 7.6 – 8.5	: Good
Score 6.6 – 7.5	: Fairly Good

Score 5.6 – 6.5	: Fairly
Score 3.6 – 5.5	: Poor
Score 0 – 3.5	: Very Poor

(Depdikbud, 1985)

4. Computing the frequency and the rate percentage of the students' scores

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

Where: P = percentage

F = frequency

N = the total number of students

(Gay, 2006)

5. Calculating the mean score of the students

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

Where:  $\bar{X}$  = mean score

X = total row score

N = the total number of students

(Gay, 2006)

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

This chapter presents the research findings and their discussions. The findings present the description of the data collected through test and further explanations and interpretation were given in the discussion section.

**A. Findings**

**1. The Male Students Ability on Reading Comprehension**

As previously stated in chapter 1, the first objective of this study was aimed to know how is the male students ability on reading comprehension at SMPN 41 Bulukumba. After collecting and analyzing the data, the researcher found that the male on reading comprehension was categorize fairly good.

**Table 4.1 Mean Score of Male Students Ability on Reading Comprehension**

<b>Variable</b>	<b>Mean Score</b>
Reading comprehension on narrative reading text.	7.4

The data in table 4.1 above showed the mean score of male students reading comprehension on narrative reading text. From this table, it can be seen that the male students got mean score 7.4.

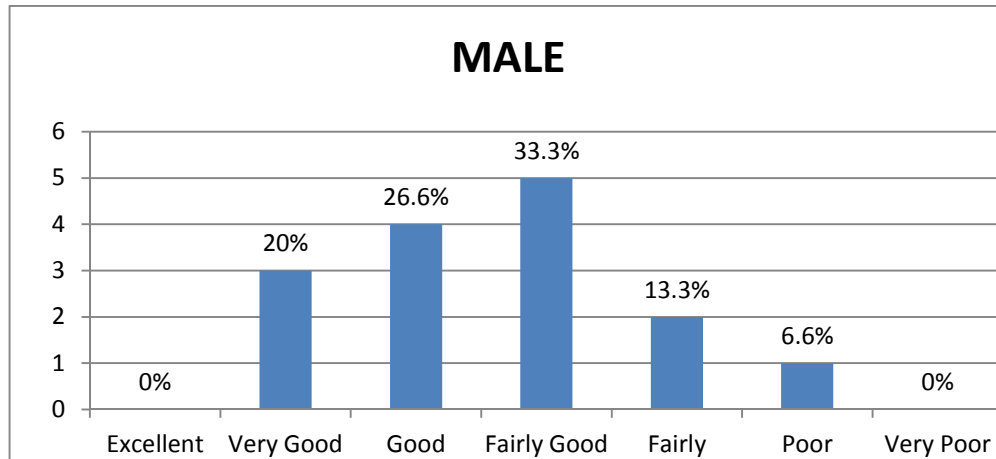
**a. Score Classification of Male Students**

**Table 4.2 Rate Percentage of Male Students**

No	Classification	Score	Male	
			Frequency	Percentage
1	Excellent	9.6 – 10	-	0%
2	Very good	8.6 – 9.5	3	20%
3	Good	7.6 – 8.5	4	26.6%
4	Fairly good	6.6 – 7.5	5	33.3%
5	Fairly	5.6 – 6.5	2	13.3%
6	Poor	3.6 – 5.5	1	6.6%
7	Very poor	0 – 3.5	-	0%
<b>Total</b>			15	100%

The data in table 4.2 above showed the classification and percentage of the male students on reading comprehension ability. From this table, it can be seen that none of the students got 'excellent' and 'very poor' score. There were 3 male students (20%) classified into 'very good' score, 4 male students (26.6%) classified into 'good', 5 male students (33.3%) classified into 'fairly good', 2 male students (13.3%) classified into 'fairly' and 1 male students (6.6%) classified into poor score. This indicates that the score classification of male students is good classification in reading comprehension because most of them (4 students) got good score.

**b. The Data Above Can also be Shown from the Graphic below :**



**Figure 4.1 Graphic Male Students Ability on Reading Comprehension**

The graphic 4.1 above indicate that the classification score of male students ability on reading comprehension. The dominant male students was fairly goog 33.3% and the least was poor 6.6%.

## **2. The Female Students Ability on Reading Comprehension**

As previously stated in chapter 1, the second objective of this study was aimed to know how is the female students ability on reading comprehension at SMPN 41 Bulukumba. After collecting and analyzing the data, the researcher found that the female on reading comprehension was categorize good.

**Table 4.3 Mean Score of Female Students Ability on Reading Comprehension**

<b>Variable</b>	<b>Mean Score</b>
Reading comprehension on narrative reading text.	8.1

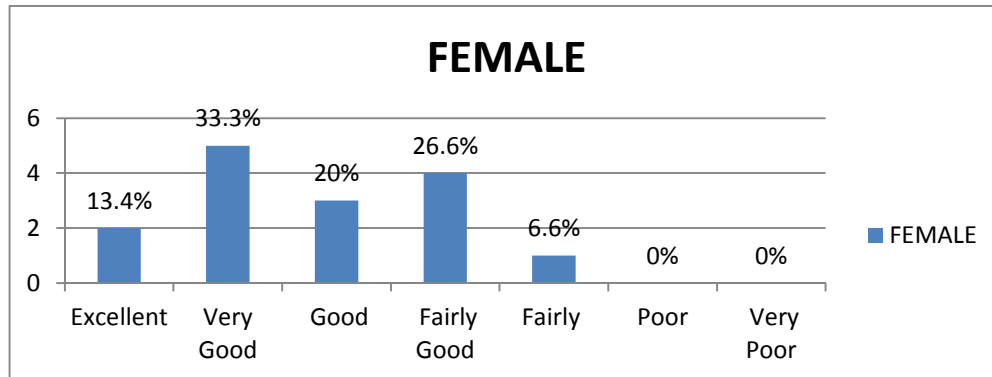
**a. Score Classification of Female Students**

**Table 4.4 Rate Percentage of Female Students**

No	Classification	Score	Female	
			Frequency	Percentage
1	Excellent	9.6 – 10	2	13.4%
2	Very good	8.6 – 9.5	5	33.3%
3	Good	7.6 – 8.5	3	20%
4	Fairly good	6.6 – 7.5	4	26.6%
5	Fairly	5.6 – 6.5	1	6.6%
6	Poor	3.6 – 5.5	-	0%
7	Very poor	0 – 3.5	-	0%
<b>Total</b>			15	100%

Table 4.4 above showed that the criteria and percentage of the female students on reading comprehension ability. This table shows none of the female students got 'poor' and 'very poor' score. There were 2 female students (13.4%) classified into 'excellent', 5 female students (33.3%) classified into 'very good' score, 3 female students (20%) classified into 'good', 4 female students (26.6%) classified into 'fairly good' and 1 female students (6.6%) classified into 'fairly' score. It also indicates that the score classification of female students is good classification in reading comprehension because most of them (5 students) got 'very good' score.

b. The Data Above can also be Shown from the Graphic below :



**Figure 4.2 Graphic Female Students Ability on Reading Comprehension**

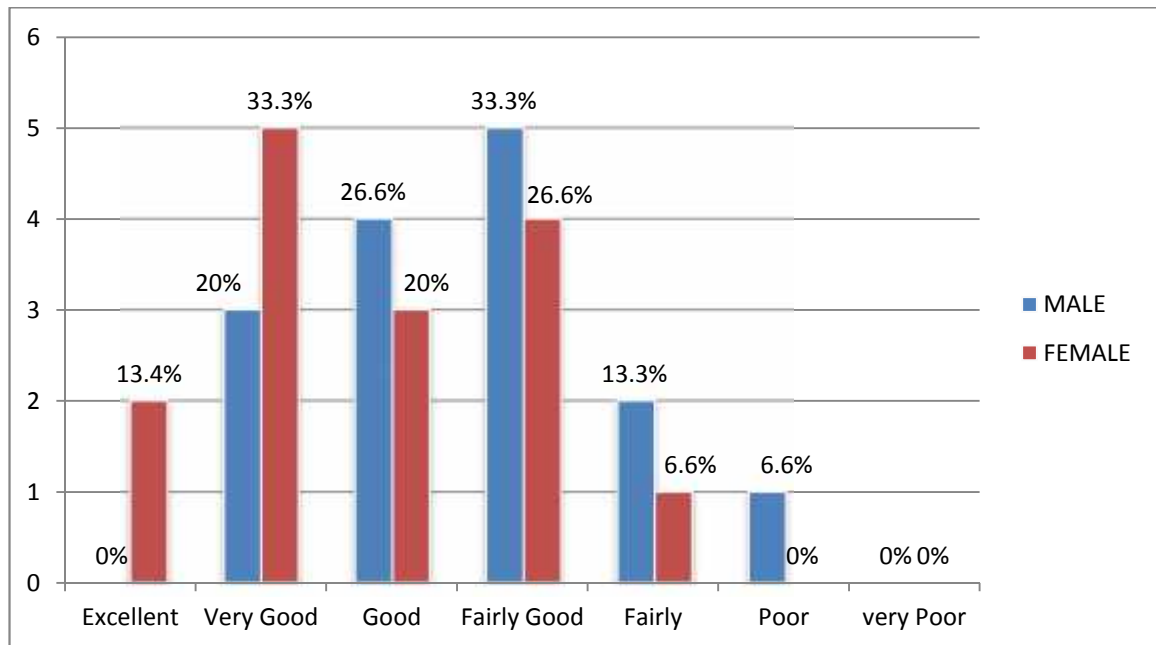
The graphic 4.2 above indicate that the classification score of female students ability on reading comprehension. The dominant female students was very good 33.3% and the least was fairly 6.6%.

### 3. The Comparison between Male and Female's Students Ability on Reading Comprehension

The comparison between male and female's reading comprehension from the table 4.2 and table 4.4 compared, it shows that the score classification of female students is higher than the score classification of male students. This can be seen in 'excellent' classification where female has 2 students where as male has none.

**a. Graphic shown the Comparison between Male and Female's Students**

**Ability on Reading Comprehension**



**Figure 4.3 Graphic Percentage the Comparison between Males and females**

**Students Ability on Reading Comprehension**

The graphic 4.3 above indicate the comparison between male and female's students ability on reading comprehension. The dominant between male and female was male fairly good 33.3% and female very good 33.3% and the least between male and female was male poor 6.6% and female fairly 6.6%.

**b. Mean Score of Male and Female Students**

To know whether or not there is significant difference between female and male students, it is shown in the following table;

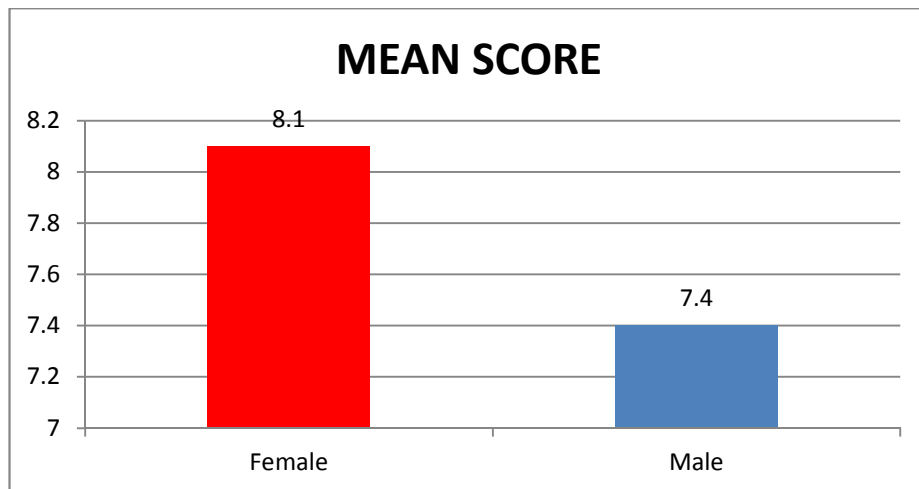


**Table 4.5 Mean Score of Male and Female Students on Reading Comprehension**

Students	Mean score
Male	7.4
Female	8.1

Table 4.5 showed that the mean score of the male students is 7.4 and the mean score of the female students is 8.1. Based on Depdikbud Grade Classification (1985), the mean score of the female students is higher in good level and the mean score of the male students is in fairly good level.

**The data above can also be shown from the graphic below :**



**Figure 4.4 Graphic Mean Score of Male and Female Students Ability on reading comprehension.**

The graphic 4.4 above indicate the mean score of male and female students ability on reading comprehension. Male got score 7.4 and female got score 8.1.

## **B. Discussion**

Reading is one of aspects of the language skills that is very useful activity for everyone, especially for students, because by reading students can extend the concept of knowledge, improve their language skill, and enlarge their insight from the information they get from reading materials. In this way, the students not only read but they also able to comprehend the written text or reading material that they read, that's reading comprehension.

Based on the terminology of gender above, the writer is going to the brain activity of male and female. Collier Cool, in the Webster's New World College Dictionary, defines male and female as the following:

1. Women have more connections going left and right across the two halves of the brain. This could give them an advantage in pulling together information from different sources and drawing conclusions. The left half of the brain handles logical thinking, and the right is associated with intuition. (Collier Cool: 2015)
2. Men's brains have more connections from front to back, which may heighten their perception. They may be more attuned to what's going on around them so they can take action. Men have stronger connections between brain areas for motor and spatial skills. That means males tend to do a better job at tasks that need hand-eye coordination and understanding where objects are in space, such as throwing a ball or hammering a nail. (Collier Cool: 2015).

According to Maubach and Morgan (2001) that linguistic ability of the female is better and earlier to be developed than male. Beside that the female students prefer to learn language with various approaches. Even, the female's interest is higher than male. All of the statements at the theories are true in this research. But, it can be changed. It is based on the efforts of the English teacher and researcher who are interest in this thing. It meant that if certain approaches are applied to the male according to their interest, it was possible for them to reach learning achievement as the female. Related with gender differences, Maubach and Morgan (2001) states that there is any difference between female and male in their attitude and way in reading. Male has more difficulties in reading than female. These differences were influenced by attitude, interest, background, knowledge, material and topic chosen and motivation in reading. Therefore, it is important to conduct a follow up research by applying alternative approach to develop the male interest in order that both of female and male students can reach a better achievement.

When the students answered narrative reading text in multiple choice and essay test . Not all of the student can answered the questions correctly because of their have skill, knowledge, and skimming etc when their reading is different and we know that the female's student have ability in linguistic be better than male.

After analyzing the data, it was founded that the mean score of female students was (8.1) and the mean score of male students was (7.4). It indicates that Collaghan's statement (2015) in review of literature can be accepted that linguistic

and reading ability of the female students is better than male. According to theories of some experts that linguistic ability of the female is better and earlier to be developed than male.

Based on the result of the theories from some experts can be concluded that reading comprehension between female and male is different. This was same with the theories of experts who state that the linguistic ability of the female can develop earlier and better than male.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents some conclusions and suggestions of the result from the data analysis.

#### A. Conclusion

Based on the result of findings in the previous chapter I-IV, it can be concluded that. The comparison between male and female's reading comprehension is there any different. The researcher used descriptive quantitative as the methodology.

Reading is one of the language skills, should be mastered well by the students because reading is essential factor that influences one's activity in communication. Reading is a part of daily activity. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Beside that, reading is an interesting activity, because people can get some information widely without going anywhere.

This research used comparative study. It aimed at finding out whether or not males are more excellent than females in reading comprehension. With one variable was the ability of female and male students in reading comprehension.

1. Female students' reading comprehension ability is better than male students. It has been proved that the mean score of female students (eight point one) is higher than male students (seven point four). This conclusion is supported some

of the opinions which state that linguistic ability of the female develop earlier and better than male. In other words, it can be concluded that the reading ability of the female and male is different.

2. Certain approaches are applied to the male students according to their interest; it is possible for them to reach learning achievement as the female students.
3. The comparison between male and female's reading comprehension from the table 4.2 and table 4.4 compared, it shows that the score classification of female students is higher than the score classification of male students. This can be seen in 'excellent' classification where female has 2 students where as male has none.

## **B. Suggestion**

Based on the result of data analysis and conclusion, The researcher proposed some suggestion as follow :

1. For the English teacher to improve the reading ability of the students because in this research, the reading comprehension ability of the male students is lower than the female students. There are some certain approaches which can be applied to be taught for the male students in order that they can increase their reading ability.
2. For headmaster to give all the teachers many chance to create effective study approach and implicate based on students needed.

3. It is suggested that the students at the second year student of SMPN 41 Bulukumba to improving their reading skill. So, they can understand the reading materials and answer the questions.
4. for the next research the researcher used questioner or interview, to know what is the different between male and female's reading comprehension for more information.

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## **APPENDIX A**

Name :

Class :

### **The Instruments of the Research**

#### **Reading Test**

Once upon a time, there was a prince. He lived in a castle in Franca. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away

After the prince sent the woman away, she turned into a beautiful fairy she cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of mountain, there lived a girl. Her name is Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Bella began to like him and finally she fell in love with him.

Right after she declared her love the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after ( Ita : 2016) <http://www.itapuih.com/2016/07>

1. What is the purpose of the text?
  - a. To describe the Beast and Belle.
  - b. To retell the experience of Belle.
  - c. To guide readers how to perform like Belle.
  - d. To entertain readers and friends.
  
2. How many main characters are mentioned in the story?
  - a. Two
  - b. Three
  - c. Four
  - d. Five
  
3. Where was the setting of the story?
  - a. In the forest
  - b. At home
  - c. In palace
  - d. In the mountain
  
4. Why did the prince become the Beast? Because \_\_\_\_
  - a. He sent an ugly woman away
  - b. A beautiful fairy cursed him
  - c. A woman fell in love with him
  - d. He captured Maurice
  
5. First, Belle didn't love him because he was **mean**.  
The underlined word means \_\_\_\_
  - a. Generous
  - b. Unbelievable
  - c. Humorous
  - d. Unkind

## Reading test

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a stalactite and a stalagmite grow until they join. A “curtain” or “drapery” begins to form on an inclined ceiling when drops of water trickle along a slope.

Natural openings on the surface that lead to caves are called sinkholes, or swallow holes. Streams sometimes disappear down these holes and flow through the cavern. Rivers may flow from one mountain to another through a series of caves . Some caverns have sinkholes in their floors. Water often builds up a rim of dripstone around the edge of the hole. Dripping water often contains dissolved minerals as well as acid. These minerals too will be deposited; and they may give rich coloring to the deposits. If minerals in the water change, layers of different colors may be formed.

( Arianto Heru : 2016) <http://smp3saketi.blogspot.com/2016/05/>

Choose the best answer!

1. Stalagmites are formed by ...

- a. Drops of water which enter through cracks in the ceiling.
- b. Underground rivers which flow through the cave.
- c. Water dripping from an overhead stalactite.
- d. Water which trickles down a slope.

2. Sinkholes are ...

- a. The decorative dripstone features found in caves.
  - b. Natural openings on the surface that lead to caves.
  - c. Colorful layers of mineral deposits.
  - d. None of the above
3. Which Speleothem grows upward from the floor?
- a. Stalagmites
  - b. Stalactites
  - c. Sinkholes
  - d. Curtains
4. An “inclined ceiling” is one which ...
- a. Is straight.
  - b. Is crooked.
  - c. Is slanted.
  - d. Is wet.
5. Which of the following are NOT caused by dripping water?
- a. Stalactites
  - b. Stalagmites
  - c. Slopes
  - d. Curtains



## **An Unlucky Camping**

It was the beginning of wet season, but the weather was fine in the morning. My classmates and I went camping to the camping ground.

We set up our tent in the middle of a field near a small river. As soon as this was done, we cooked a meal over an open fire. Everything was alright in the afternoon. But at night while we were singing songs by the campfire, a strong wind blew. It brought disorder to our tent. We couldn't sleep because it was thundering and raining heavily. Lightning intensified the downpours. Soon the surrounding areas became flooded. We all panicked. (Avis talingga :2014) <http://www.pustakabahasainggris.com>

Choose the best answer!

1. How was the weather at the beginning of wet season?
  - a. Bad
  - b. Good
  - c. Clear
  - d. fine
2. When was the weather fine?
  - a. In the morning
  - b. In the afternoon
  - c. In the evening
  - d. At night
3. What did the writer do then?
  - a. Went camping
  - b. Went shopping
  - c. Went to the camp ground
  - d. Made a fire

4. Where did the writer go camping?
  - a. To the field
  - b. To the campground
  - c. In the village
  - d. Near the small river
5. Where did the writer cook?
  - a. In the kitchen
  - b. Over an open air
  - c. On the stove
  - d. In the room
6. What was the writer doing at midnight?
  - a. Singing songs
  - b. Cooking meals
  - c. Watching movie
  - d. Listening to music
7. What happened at midnight?
  - a. Strong wind blew
  - b. Raining lightly
  - c. The writer was panicked
  - d. The camp was on fire
8. How was the tent?
  - a. Alright
  - b. In the order
  - c. Disorder
  - d. Strong
9. Why couldn't the writer sleep?
  - a. It was thundering and raining
  - b. They were cooking

c. They were singing songs

d. It was rioting

10. How was the campfire after raining?

a. Panicked

b. Flooded

c. Thunder

d. Fired

## **Sunday The Terrible**

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we wanted to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday. (Brechtana : 2014) <http://www.ilmubahasainggris.com>

Answer the following questions based on the text above.

1. What is the title of the story above ?
2. When was happening?
3. Why last week was a terrible day for the author?
4. Who is shouting?
5. What is said to be the cousin of the author?
6. Who is pursuing the author and his friends when run?
7. What happens when a dog chasing a homeowner?
8. Who brought author to the doctor?
9. What the doctor said at author?
10. How long author hospitalized?

## APPENDIX B

### Raw Data of the Female and Male Students' Test Score

No.	Respondents	Male	Female
		Score (X)	Score (X)
1	S01	7.6	9.8
2	S02	8	7.6
3	S03	8.5	9
4	S04	8.7	8.7
5	S05	6.6	6.8
6	S06	6.9	8.8
7	S07	8.7	8.7
8	S08	8.9	7.2
9	S09	7.9	7.7
10	S10	5.8	7.9
11	S11	7.5	9.6
12	S12	7	7
13	S13	7.5	6.7
14	S14	6.5	9.1
15	S15	5,2	6
<b>Total</b>		111	121
<b>Average</b>		7.4	8.1

## APPENDIX C

### The Mean Score of Male and Female

#### 1. Male Students

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{111}{15}$$

$$\bar{X} = 7.4$$

#### 2. Female Students

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{121}{15}$$

$$\bar{X} = 8.1$$

**THE COMPARISON BETWEEN MALE AND FEMALE'S READING  
COMPREHENSION AT THE SECOND GRADE SMPN 41 BULUKUMBA**

**PERBANDINGAN ANTARA SISWA LAKI-LAKI DAN PEREMPUAN  
DALAM PEMAHAMAN MEMBACA PADA KELAS DUA SMPN 41  
BULUKUMBA**

Getris Purnama<sup>1</sup>, Umami Khaerati Syam<sup>2</sup>, Nunung Anugrawati<sup>3</sup>,  
Ismail Sangkala<sup>4</sup>, Nurdevi Bte Abdul<sup>5</sup>.

English Education Department  
Faculty of Teacher Training and Education  
Makassar Muhammadiyah University  
[purnama.getris@gmail.com](mailto:purnama.getris@gmail.com)

**Abstract**

This research aimed to find out whether there is or not comparison between male and female's reading comprehension students of the second grade of SMPN 41 Bulukumba. The researcher focused on is there any significant difference of reading comprehension between female and male students. This research was descriptive quantitative and employed comparative method. This compares male students and female students' reading comprehension ability. This study has one variable that is the ability of female and male students in reading comprehension. The population of this research consisted of second grade of students of SMPN 41 Bulukumba. It used random sampling technique where the researcher took 30 students consisted 15 male students and 15 female students from 4 classes. The researcher used reading test as the instrument of the research. The researcher gave the reading test the numbers of tests are 30 items there are 20 items for multiple choices and 10 essay text.

The result of the data analysis indicated that there was significance difference between male and female students in reading comprehension where female students' score was higher than male students' score. The mean score of female students (8.1) was greater than the mean score of male students (7.4). Based on the findings and discussions of the research, the researcher concluded that there was a significant difference of reading comprehension between male and female students of the second grade of SMPN 41 Bulukumba and female students' reading comprehension ability was better than male students.

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah ada atau tidaknya perbandingan pemahaman bacaan antara siswa laki-laki dan perempuan kelas II SMPN 41 Bulukumba. Peneliti fokus pada objek penelitian apakah ada perbedaan yang signifikan antara pemahaman bacaan antara siswa perempuan dan laki-laki. Penelitian ini menggunakan metode kuantitatif deskriptif dan metode perbandingan. Ini membandingkan kemampuan pemahaman bacaan siswa laki-laki dan perempuan. Studi ini memiliki satu variabel yaitu kemampuan siswa perempuan dan laki-laki dalam pemahaman bacaan. Populasi penelitian ini terdiri dari siswa kelas II SMPN 41 Bulukumba. Teknik pengambilan sampel digunakan secara acak oleh peneliti dengan 30 siswa terdiri 15 siswa laki-laki dan 15 siswa perempuan dari 4 kelas. Peneliti menggunakan uji bacaan sebagai instrumen penelitian. Peneliti memberi tes membaca jumlah tes sebanyak 30 item ada 20 item untuk pilihan ganda dan 10 teks esai.

Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara siswa laki-laki dan perempuan dalam pemahaman membaca dimana nilai siswa perempuan lebih tinggi daripada nilai siswa laki-laki. Skor rata-rata siswa perempuan (8,1) lebih besar dari rata-rata skor siswa laki-laki (7,4). Berdasarkan temuan dan pembahasan penelitian, peneliti menyimpulkan bahwa ada perbedaan yang signifikan antara pemahaman bacaan antara siswa laki-laki dan perempuan kelas II SMPN 41



Bulukumba dan kemampuan pemahaman membaca siswa perempuan lebih baik daripada siswa laki-laki.

**Keywords:** *Comparison, reading comprehension, Descriptive quantitative, narrative reading text*

## **INTRODUCTION**

Language is a basic need for human communication in expressing idea, thoughts and feelings. Now days English has a very important role because it is particularly uses in almost all of the countries as international language. Based on the fact above, English has to be taught in all level education. Almost countries have adapted English as a compulsory subject at schools. The national education has decide English as a foreign language taught in Indonesian school. English learned from primary school up to university. The curriculum stated that out of the four skills that are listening, speaking, reading and writing.

Reading is one of the language skills, should be mastered well by the students because reading is essential factor that influences one's activity in communication. Reading is a part of daily activity. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Beside that, reading is an interesting activity, because people can get some information widely without going anywhere.

Bennete (2001) states that reading is a visual process, which cover a symbolic process of seeing an item or symbol and translating it into an idea or image.

Besides reading as crucial and indispensable thing, it also can someone feels relax, where someone can interact with his or her feeling and thought, acquire information and increase the knowledge. According to Bowman in (Mutmainna:2009) reading is appropriate tool to promote life-long learning. Teaching it to the student means giving them a future that is giving a technique about how to explore the world and give them an opportunity to reach their goals.

However, reading is not an easy learning activity. There are a lot of factors that can influence the students' success in reading, for example to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Beside that, the students' reading also influenced by their gender themselves, in this case male and female.

In general, the gender differences are related to the learning interest of the students. According Cole in (Mutmainna : 2009) states that the relationship between interest age and gender, a boy likes an adventure and a girl likes fiction. When I was Magang I, II, and III is there any significant different between male and female's in learning English language, the females more active and pay attention than male when they study. However, gender plays important role in determining someone style in reading. The difference of learning result between female and male need to be known because based on the theory, both of them have different characteristics in their interests and linguistic ability. For example, theoretically, the linguistic ability of female in general can develop earlier better than male. Furthermore, (Al-Shumaimeri : 2007) find out that the male students seem to have performed significantly better than female students in their comprehension performance of gender neutral texts.

Therefore is the ideas above, the researcher conducted a focus on research "The Comparison between Male and Female's Reading comprehension at the second grade SMPN 41 Bulukumba".

## **REVIEW OF RELATED LITERATURE**

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their

reading skill is poor they are very likely to fail in their study or at least they had difficulty in making progress.

Maubach and Morgan (2001) state that male students have high score in exact, science, while female students in linguistics. Furthermore they state that male students are active in learning natural sciences, mathematic and the other scientific subjects, they also like to pay attention to be punished and to be asked by the teacher compared to female students.

Bugell and Bram (2001) assert that female students are strong enough to memorize or remember social information such as conversation, information between individual or social interaction. Female students are easier to learn literature and the other social science; meanwhile male students are easier to describe the complex problem such as mathematics, physics and the other natural sciences.

Collaghan (2001) states that female class had higher achievement compare the male class. There are factors that cause the difference of English achievement among them. One of these are the female students' have high concentration and interest.

As for the relationship between gender differences and learning styles, some interesting gender differences in learning can be found. According to Siebert and Gerl in (Husnul Khatimah:2017) stated, found in an investigation about participants in adult education classes, that women prefer to continue learning in organized classes, whereas men would rather go without if they can continue with self-organized learning. This could be important when we will look at the interest in participating in virtual seminars.

Jufrianto (2002) in his research found that female and male are different in rhetoric writing elements. Men are more creative, more accurate, more specific, more concrete, more clear, harder and bare, more vary and more well sounding than women.

Based on the above research studies, it can be concluded that male and female students have some differences in linguistic, learning style and writing. So it can be influenced on reading comprehension.

## **A. Some Pertinent Ideas**

### **1. Gender**

#### **a. Terminology of Gender**

Gender studies emerge nowadays, thus there are many terms can be used to classify the sexes differences or gender differences. Delfabbro (2014) states that gender refers to the social construction of female and male identity. It can be defined as more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

Based on the definitions of gender previous, the searcher can conclude that gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.

#### **b. Male and Female**

Based on the terminology of gender above, the writer is going to the brain activity of male and female. Collier Cool, in the Webster's New World College Dictionary, defines male and female as the following:

1. Women have more connections going left and right across the two halves of the brain. This could give them an advantage in pulling together information from different sources and drawing conclusions. The left half of the brain handles logical thinking, and the right is associated with intuition. (Collier Cool: 2015)

2. Men's brains have more connections from front to back, which may heighten their perception. They may be more attuned to what's going on around them so they can take action. Men have stronger connections between brain areas for motor and spatial skills. That means males tend to do a better job at tasks that need hand-eye coordination and understanding where objects are in space, such as throwing a ball or hammering a nail. (Collier Cool: 2015).

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

Reading is one of aspects of the language skills that is very useful activity for everyone, especially for students, because by reading students can extend the concept of knowledge, improve their language skill, and enlarge their insight from the information they get from reading materials. In this way, the students not only read but they also able to comprehend the written text or reading material that they read, that's reading comprehension.

## **3. Attitude Difference toward Language Learning**

Some experts agree that female linguistic ability develop quicker and better than male. Collaghan (2015) states that female linguistic has less affect toward performance and language ability. They reject the perception about gender perspective influenced by genetic factor, hormone or brain structure. Factors which influence the gender perspective is environment factor and socio-psychology.

Maubach and Morgan (2001) from some researchers stated that some factors like socialization, social pressure, sex, and career and attitude toward subject and teacher who can help the female language ability. This statement is supported by Goodwyn's statement from Daly (Davison and Mossed, 2000), that there is no significant difference between female and male ability, but the essential thing is their attitude. Attitude difference also happened in implementing reading strategy.

According Oxford (Harris, 1998) that female more in using reading strategy than male.

#### **4. Habit Reading Differences**

As the previous explanation that difference attitude influences the language ability between female and male. Male who has high Self-confident, tends like to speak spontaneously in foreign language. But, according to Browne in Maubach and Morgan (2001), male has more difficulties than female in reading and writing. Female more in reading and produce written text then male in the earlier year.

But as the previous explanation that external factors influence the language ability of someone, also the reading ability. According to Harris in (Nazhifah: 2013) stated that male prefer reading factual information rather than story and only looking for the certain information needed rather than reading from the beginning to last past. They prefer reading for needs and privacy. So we can conclude that the reading achievement is influenced of the topic because there are interest and knowledge differences of the reading. Topic differences which are based on the previous interest and knowledge that will influence of motivation whether she/he will read all of the text from beginning until the last past or only reading the needed information.

### **METHODOLOGY**

#### *Participant*

The researcher chose the second grade SMPN 41 Bulukumba as the population, every class consisted of 26 until 27 students so, total the students of the second grade SMPN 41 Bulukumba 107 Students . The sample of the research consisted of 30 students, 15 male students and 15 female students which was taken by using random sampling technique

#### *Instrument*

The instrument of the research used a reading test in multiple-choices and essay test. The students answering some questions that relate to the reading text. The numbers of the test were 30 items which was one reading text. There were 20 items for multiple-choices and 10 items for essay test.

#### *Data collection procedure*

The procedures of collecting data in this research took one meeting which consisted of 90 minutes. The researcher distributed some tests to the students and they were expected to answer the questions in 90 minutes and then the researcher collected them.

#### *Technique of data analysis*

In analysing the data, the researcher employed some steps as follows:

1. Collecting the students' answer sheets and giving score by analyzing the answer.  
Maximum score for each question is 3. In scoring the writer followed the criteria :

1. Scoring the students' correct answer male and female

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the number of items}} \times 10$$

2. Classifying the score of the students' male and female

Score 9.6 – 10	: Excellent
Score 8.6 – 9.5	: Verygood
Score 7.6 – 8.5	: Good
Score 6.6 – 7.5	: Fairly Good
Score 5.6 – 6.5	: Fairly
Score 3.6 – 5.5	: Poor
Score 0 – 3.5	: Very Poor

3. Computing the frequency and the rate percentage of the students' scores

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

Where: P = percentage  
F = frequency  
N = the total number of students

5. Calculating the mean score of the students

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

Where:  $\bar{X}$  = mean score  
X = total row score  
N = the total number of students

## RESULTS

the first objective of this study was aimed to know how is the male students ability on reading comprehension at SMPN 41 Bulukumba. After collecting and analyzing the data, the researcher found that the male on reading comprehension was categorize fairly good.

**Table 1. Mean Score of Male Students Ability on Reading Comprehension**

Variable	Mean Score
Reading comprehension on narrative reading text.	7.4



The data in table 1 above shows the mean score of male students reading comprehension on narrative reading text. From this table, it can be seen that the male students got mean score 7.4.

**Table 2 Rate Percentage of Male Students**

No	Classification	Score	Male	
			Frequency	Percentage
1	Excellent	9.6 – 10	-	0%
2	Very good	8.6 – 9.5	3	20%
3	Good	7.6 – 8.5	4	26.6%
4	Fairly good	6.6 – 7.5	5	33.3%
5	Fairly	5.6 – 6.5	2	13.3%
6	Poor	3.6 – 5.5	1	6.6%
7	Very poor	0 – 3.5	-	0%
<b>Total</b>			15	100%

The data in table 2 above showed the classification and percentage of the male students on reading comprehension ability. From this table, it can be seen that none of the students got ‘excellent’ and ‘very poor’ score. There were 3 male students (20%) classified into ‘very good’ score, 4 male students (26.6%) classified into ‘good’, 5 male students (33.3%) classified into ‘fairly good’, 2 male students (13.3%) classified into ‘fairly’ and 1 male students (6.6%) classified into poor score. This indicates that the score classification of male students is good classification in reading comprehension because most of them (4 students) got good score.

the second objective of this study was aimed to know how is the female students ability on reading comprehension at SMPN 41 Bulukumba. After collecting and analyzing the data, the researcher found that the female on reading comprehension was categorize good.

**Table 3 Mean Score of Female Students Ability on Reading Comprehension**

Variable	Mean Score
Reading comprehension on narrative reading text.	8.1

**a. Score Classification of Female Students**

**Table 4 Rate Percentage of Female Students**

No	Classification	Score	Female	
			Frequency	Percentage
1	Excellent	9.6 – 10	2	13.4%
2	Very good	8.6 – 9.5	5	33.3%
3	Good	7.6 – 8.5	3	20%
4	Fairly good	6.6 – 7.5	4	26.6%
5	Fairly	5.6 – 6.5	1	6.6%
6	Poor	3.6 – 5.5	-	0%
7	Very poor	0 – 3.5	-	0%
<b>Total</b>			15	100%

Table 4 above shows that the criteria and percentage of the female students on reading comprehension ability. This table shows none of the female students got 'poor' and 'very poor' score. There were 2 female students (13.4%) classified into 'excellent', 5 female students (33.3%) classified into 'very good' score, 3 female students (20%) classified into 'good', 4 female students (26.6%) classified into 'fairly good' and 1 female students (6.6%) classified into 'fairly' score. It also indicates that the score classification of female students is good classification in reading comprehension because most of them (5 students) got 'very good' score.

## **DISCUSSION**

According to Maubach and Morgan (2001) that linguistic ability of the female is better and earlier to be developed than male. Beside that the female students prefer to learn language with various approaches. Even, the female's interest is higher than male. All of the statements at the theories are true in this research. But, it can be changed. It is based on the efforts of the English teacher and researcher who are interest in this thing. It meant that if certain approaches are applied to the male according to their interest, it was possible for them to reach learning achievement as the female. Related with gender differences, Maubach and Morgan (2001) states that there is any difference between female and male in their attitude and way in reading. Male has more difficulties in reading than female. These differences were influenced by attitude, interest, background, knowledge, material and topic chosen and motivation in reading. Therefore, it is important to conduct a follow up research by applying alternative approach to develop the male interest in order that both of female and male students can reach a better achievement.

When the students answered narrative reading text in multiple choice and essay test . Not all of the student can answered the questions correctly because of their have skill, knowledge, and skimming etc when their reading is different and we know that the female's student have ability in linguistic be better than male.

After analyzing the data, it was founded that the mean score of female students was 8.1 and the mean score of male students was 7.4. It indicates that Collaghan's statement (2015) in

review of literature can be accepted that linguistic and reading ability of the female students is better than male. According to theories of some experts that linguistic ability of the female is better and earlier to be developed than

Based on the result of the theories from some experts can be concluded that reading comprehension between female and male is different. This was same with the theories of experts who state that the linguistic ability of the female can develop earlier and better than male.

## **CONCLUSION**

Based on the result of findings in the previous chapter I-IV, it can be concluded that. The comparison between male and female's reading comprehension is there any different. The researcher used descriptive quantitative as the methodology.

Reading is one of the language skills, should be mastered well by the students because reading is essential factor that influences one's activity in communication. Reading is a part of daily activity. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Beside that, reading is an interesting activity, because people can get some information widely without going anywhere.

This research used comparative study. It aimed at finding out whether or not males are more excellent than females in reading comprehension. With one variable was the ability of female and male students in reading comprehension.

1. Female students' reading comprehension ability is better than male students. It has been proved that the mean score of female students (8.1) is higher than male students (7.4). This conclusion is supported some of the opinions which state that linguistic ability of the female develop earlier and better than male. In other words, it can be concluded that the reading ability of the female and male is different.
2. Certain approaches are applied to the male students according to their interest; it is possible for them to reach learning achievement as the female stude

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## DOCUMENTATION





## CURRICULUM VITAE



The researcher, Getris Purnama was born on June 26<sup>th</sup>, 1996 in Destamar, South Sulawesi. She is the second child of A.R. Gani and Nursidah. She has a sister and brother Ayu Ginarsi and Givan Risman Gani. She began her study at. She began her study at Elementary School SD 97 Destamar in 2001 and graduated 2007. In the same year, she registered as a student at SMPN 41 Bulukumba and graduated in 2010. After graduated in Junior High School, se registered as a student at SMA Negeri 9 Bulukumba and graduated 2013. In the same year. She continued her study in college Muhammadiyah University of Makassar, She Registered as a student of English Education Departement in 2013. She could finished her study in 2017 with the thesis under title ***“The Comparison between Male and Female’s Reading Comprehension at The Second Grade SMPN 41 Bulukumba (A Descriptive Research)”***.