GENDER DIFFERENCES OF EFL STUDENTS IN READING STRATEGIES

THESIS

Submitted in Partial Fulfilment of the Requirement for
Bachelor Degree of English Education Department

WALISONGO

By:

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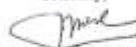
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ABSTRACT

Title	:	**GENDER DIFFERENCES OF EFL STUDENTS IN READING STRATEGIES**
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Gender issues are social problems in particular cultures that have become global discussions in the use of language, especially in reading skills which greatly affect the mastery of a language. Reading as one of the skills that really supports the success of mastering a language certainly requires techniques and strategies among students. Reading strategies is important for EFL students who want a high level of English literacy and successful language acquisition. Previous research has examined ESL students' use of metacognitive strategies in offline reading, despite the fact that not many researchers have examined the relationship between metacognitive strategies and gender contexts, especially on reading English texts online among EFL students. Therefore, this study aims to identify are there significant differences between Indonesia male and female EFL student. In using metacognitive reading strategies. This study involved 65 respondents consisting of 28 male students and 37 female students in class eleventh of MAN 2 Grobogan for the academic year 2022/2023. Data collection techniques were carried out using the Survey of Reading Strategy (SORS) developed by Mokhtari and Sheory (2002) which was distributed online using the Google form. The collected research data were analyzed using inferential statistical analysis techniques. In testing the hypothesis using independent sample T-test analysis to find out significant differences between Indonesian male and female EFL students in using metacognitive reading strategies. The results of data analysis using an independent

sample t-test showed that there is no significant differences between Indonesian male and female EFL students in using metacognitive reading strategies. Thus, it can be interpreted that reading strategies are needed by students in the teaching and learning process in the classroom, but gender does not play a role in determining the reading strategies used by students. The implications of this research are students can find out the reading strategies they need so that they can solve their reading problems with proper preparation by developing strategies that make them comfortable so that they can achieve good reading achievement. Besides that, the teacher can find out the strategies that students often use so that the teacher can use teaching methods for students in an interesting way., so that students have the enthusiasm to study seriously and develop good reading skills.

DEDICATION

In the name of Allah, the Beneficent and the Merciful this thesis is dedicated to:

1. My beloved father and mother who always support me emotionally and materially with pray, guide, love, and patience.
2. My beloved older sisters and my younger sister who always support me to reach my dream.
3. All of teachers and all of the Students of MAN 2 Grobogan especially the eleventh grade of science class.
4. All of my dearest friends in English Education Department.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ,إِنَّ مَعَ الْعُسْرِ يُسْرًا

"For indeed, with hardship [will be] ease."

(Q.S. A-Insyirah:5)

"You never fail until you stop trying." – Albert Einstein"

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the thesis. Peace and solutation may always be given to my beloved Prophet, the best figure with the best character, the Prophet Muhammad SAW.

After going through many processes, I can finally finish my thesis under the title **"Gender Differences in Reading Strategies".** This thesis was submitted in partial fulfillment of the requirement in completing Bachelor Degree of Education in English Education Department, UIN Walisongo Semarang.

The author realizes that this thesis could not be finished without the help, advice, support and guidance from people around the author. Many people have helped the author during the writing of this thesis and it is impossible for the author to mention all of them. Therefore, the author would like to express his sincere gratitude and appreciation especially to:

1. Dr. H. Ahmad Ismail, M.Ag., M.Hum., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of English Language Education Department.

Semarang, June 20th 2023

The Writer,

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CHAPTER I
INTRODUCTION

This chapter is divided into four parts Namely Research Background, Research Question, Research Objectives and Pedagogical Significance.

A. RESEARCH BACKGROUND

Language is the most important part of social identity (McKay & Brown, 1980). It is also a communication method that humans use to get and convey information. Using language as a communication tool, humans can convey their ideas and desires to others. Language plays a significant part in communication. Therefore, humans need to convey their opinions and love for others with language as an important part of communication.

Meanwhile, from various languages in the world, English is one of the languages that is used internationally and is considered to be a very important language for international communication, technology, and academic study. There are several skills that need to be considered by foreign language learners to master a language, one of which is reading skills.

In addition, in learning a foreign language, gender is viewed by the general public as a valuable indicator of learning achievement and progress. Language and

gender have evolved into issues that are comprehensive and beneficial to language learning. (Wightman, 2022) said that public assumptions and empirical evidence support the notion that female can learn foreign languages more quickly and effectively than male.

One aspect that has received a lot of attention in language and gender is reading skills. Female are better at reading skills and they can make up for their deficiencies in concepts and patterns with their passion for reading and literacy. Reading is very important in learning English because it really supports students to get a lot of information and experience. According to (Mark Anderson, 2003), reading is a necessary component that must be implemented by each student in order to achieve the goal of language learning..

Reading is a skill used to learn a foreign language that requires various strategies, such as reading strategies and individual differences in readers. According to Barnett (1988), reading strategies are tools that involve mental operations to make readers understand what they read. Studies show that foreign language reading proficiency has a very close relationship to the strategies that learners employ when reading texts and needing similar levels of coordination (Oxford, 2011). In addition to this, individual

differences, for example language proficiency levels and affect how well people learn foreign languages, with more proficient speakers using more varied strategies. than those who are struggling to learn the language.

There are two kinds of general strategies that might be used during the reading process., namely direct (cognitive strategy) and indirect (metacognitive strategy). Reading strategies as a cognitive process that is adopted and carried out by students to comprehend what is being covered (Abbott, 2006). Metacognitive strategies are described by (Mokhtari & Sheorey, 2002) as a deliberate and conscious reading process that calls for self-awareness and self-control, such as choosing what cognitive needs to prioritize. A cognitive strategy can help a reader return to the text they are currently reading and can be evaluated or monitored use a metacognitive strategy (Grabe, 2010). In addition, other researcher explains that in teaching and learning a language, using metacognitive strategies appears to be more effective because the student understands how to manage their own learning, (Mark Anderson, 2003).

Survey of Reading Strategies (SORS), a questionnaire created by Mokhtari and Sheorey in 2002. It is used to measure a student's metacognitive

readiness for learning a second language. They have divided their strategy into three categories: global strategy, problem-solving strategy, and support strategy. Many studies also using the SORS questionnaire instrument, currently discussing both offline and online reading strategies among EFL students. In the online reading context, (Mark Anderson, 2003) explored differences in the use of strategies between ESL and EFL students in using the Online Survey of Reading Strategies (OSORS). According to this study, EFL and ESL students don't differ significantly while using global and support strategies, and almost all EFL students used problem-solving strategies more frequently.

Several studies reported no significant gender differences in and reading abilities. For example, (Phakiti, 2008) found no significant differences between male and female students in reading skills. Similar studies have shown that female students have better learning outcomes than male students. However, several other studies suggest that male students outperform female students (Scarcella and Zimmerman 1998). Other researchers have determined that female students use more metacognitive strategies than male students (Mokhtari & Sheorey, 2002). Young and

Oxford (1997) did not detect significant differences between male and female in their reading strategies.

Although many studies have been conducted and revealed about metacognitive reading strategies, there are not many studies that use gender as a variable when using reading strategies. Facts on the ground show that there is still very little research on this issue involving Indonesian EFL students. This research is very important because it can provide additional evidence about gender differences in English teaching in EFL schools, especially at the high school education degrees in Indonesia.

Based on the explanation above, this study focuses on gender differences in using metacognitive reading strategies in online texts. Therefore, the researcher chose this topic by conducting research entitled **"Gender Differences in Reading Strategies"**.

B. RESEARCH QUESTIONS

Based on the background of the research, the researcher tries to get answer of the following questions is there any significant differences between Indonesian male and female EFL students in reading strategies for grade XI of MAN 2 GROBOGAN in the academic year 2022/2023?

C. RESEARCH OBJECTIVES

1. Objective of the Study

Based on the research question mention above, the objective of the study is to examine the significant differences between Indonesian male and female EFL students in reading strategies.

2. Significances of the Study

The results of this research are to give contribution to teachers, school, students, and other researchers.

a. For teachers

The researcher hopes this study will help teachers in understanding the character of the students in reading based on the gender differences. Therefore, teachers know how to facilitate the students to improve their reading awareness.

b. For school

The results of this study can be used to improve the quality of the English teaching and learning process at MAN 2 Grobogan.

c. For students

The results of this study will help students in developing their knowledge of English reading strategies in class.

d. For the English Education Department of the Faculty of Education and Teacher Training

The researcher hopes that this study will serve as inspiration and a guide for future research on this topic for juries studying the English language as well as provide input for other writers.

e. For researchers

The results of this study will help researchers to get some experience and knowledge about gender differences in reading strategies and reading skills and to gain research knowledge that will be useful for future research.

D. PEDAGOGICAL SIGNIFICANCE

This study is important for two reasons. The first is to identify whether there are significant gender differences between Indonesian male and female EFL students in using metacognitive reading strategies. The second is facilitating students in reading, especially in English when there are significant gender differences in

using metacognitive reading strategies. English teachers and the curriculum sector must work together to provide deeper and extensive instruction for students to apply metacognitive strategies to address gender differences in English language achievement.

CHAPTER II
REVIEW OF RELATED LITERATURES

In this chapter, researcher provided the review of some literatures and previous studies related to the research. This chapter is divided into two parts namely previous research and literature review.

A. PREVIOUS RESEARCH

This research is focused on exploring gender differences in using metacognitive reading strategies among Indonesian EFL students. My research is related to several kinds of theses and publications written by other researchers. Decided to select them not only due to similarities, but also because there are some differences between their research and my own research.

An International Journal of Cogent Education Vol. 8:1, 1993531 Written by Agus Rianto in 2021 entitled "*Examining Gender Differences in Reading Strategies, Reading Skills, and English Skills of EFL University Students*". Research conducted with quantitative research. This study involved 426 female students and 176 male students with an age range between 18 and 21 years. Rianto explained that the quantitative results showed that: first, the use of global strategies, problem-

solving strategies, and support strategies showed substantial gender differences, with an average score of female students higher than male students. Although seen from the average, the performance of female students is better than male students, no gender differences were found in self-reported online reading ability or online English competence.

Second, there were notable gender variations in the use of the global strategy and the supporting strategies when it came to less proficient readers, despite having a small effect size score, with male scoring lower on average than female. Additionally, there is no discernible gender difference in using global and problem-solving strategies, the fact is that the average female student outperforms the male student in both fields with a small effect size. Gender differences in online English skills among advanced readers were also undetectable, although female students had higher mean scores than male students despite the very small effect size.

Third, although there was no connection between overall strategy use and English proficiency, there was a substantial relation between overall strategy use and male students' online self-assessment reading ability. Significant relationships between global strategy,

problem-solving strategy, and online English competence were found among female students, in addition to correlations between the use of self-directed learning strategies and online reading ability.

The similarity of previous studies with this research is the use of questionnaire SORS (survey of Reading Strategies) by Mohktar and Sheorey (2002). However, the participants and research designs of these studies are different from each other. The objectives of previous research are also different from this research. In the previous research, it was aimed to examine the effectiveness of metacognitive reading strategies used between male and female students in quantitative data, while the authors wanted to describe the gender gap in reading strategies and reading skills.

An Indonesian English Education thesis entitled *"Gender Differences in Reading Comprehension Achievement (Case Study at IAIN Syekh Nurjati Cirebon)"* written by Jefi Fauzan Anantasa and Sekar Kemuning in SMA in 2016. This study aims to present the role of gender in relation to reading comprehension and performance. This study used qualitative and ethnographic methods and took place at IAIN Syekh Nurjati Cirebon. Data collection was carried out using interview, documentation, and observation. There were

6 students who acted as informants. students are taken from semester 6 because they claimed to be students who are at the right reading level and they admitted that they often read factual texts from the first semester to the fifth semester. The similarity of this research and my research is the discussion of the same topic, namely gender differences. Meanwhile, the fundamental differences are the method of data collection and the instruments used.

Next is research conducted by Nisbet & Huang (2015). They conducted a study exploring the correlation between the use of reading strategies and the reading proficiency of EFL Chinese students. This study involved 241 student respondents from two universities in northwestern China. The method used in this study is a quantitative method based on Mokhtari and Sheorey's (2002) Survey of Reading Strategies (SORS) instrument. The research conducted shows that there is a significant difference between the use of reading strategies and reading skills. Students also reported using all three categories of reading strategies, with strategies for problem-solving being the most common and supportive strategies being the least.

The similarity between the research conducted by Nisbet & Huang and this research is the instrument

used, namely by using Survey of reading strategies (SORS). The fundamental difference are the population and the number of samples. they used a sample of 241 from the university-level student population. while the research that I will do takes samples from the population of high school students.

B. LITERATURE REVIEW

1. Reading Strategies

1.1 The Definition of Reading Strategies

A Reading strategy is defined as a planned method, activity, or procedure to gain meaning or gain an understanding of a text and solve meaning construction problems (Nasution et al., 2018). Reading strategies are also part of a learning strategy that is able to understand reading texts and is easily appropriate when readers use reading strategies to better understand texts (Gustiana et al., 2019). In addition, reading strategies are consciously planned mental operations that readers use for interpreting and understanding the texts (Rabadi et al., 2020).

Based on the previous explanation, it can defined that reading strategies are planned

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activities, ways or methods to achieve meaning or goals in understanding text, as well as solving problems in formulating ideas and thoughts. Reading strategies are one of the learning strategies to understand reading texts and are easy to use when readers use reading strategies to better understand texts and are also a process of the reader's mental health.

1.2 Reading Strategy Categories

Three kinds of reading strategies are presented by (Mokhtari & Sheorey, 2002) namely global strategy, problem solving strategy and support strategies. The global strategy refers to a strategy that is used by students to understand their own goals and make use of other strategies, to read individual texts, and to carry out their intended tasks. Problem-solving strategies include steps students take to understand the meaning of certain texts, such as focusing, researching and visualizing the information in the text they read. Support strategies are packages to guide readers in understanding texts such as making notes, using a dictionary or underlining text. Supporting strategies require tools in observing

reading such as the use of reference materials such as dictionaries.

Table 2.1 Survey of Reading Strategies by Mokhtari and Sheorey (2002)

Categories	Strategies
Global Reading Strategy	1. Well-organized reading management 2. Establish reading steps 3. Purposeful 4. Skimming the text 5. Guessing the contents
Problem-solving Strategy	1. Actions or techniques while reading 2. Re-read for better understanding 3. Changing strategies to deal with problems
Support Strategy	1. Implementing a set of supporting tools 2. Using reference materials

There are three categories of reading strategies, namely global strategy, problem-solving strategy and support strategy (Mokhtari & Reichard, 2002). Global strategy is a reading strategy oriented towards global text analysis. By using this strategy, students generalize their understanding of the text. Common strategies students can use include

previewing or reading the text before reading or setting expectations while reading. Problem solving strategies are used to conquer problems because reading becomes increasingly difficult. These strategies include reading carefully, adapting reading to the type of reading, rereading, imagining words, or predicting the meaning of words. Reading support strategies are used to understand reading with additional assistance, such as seeking external references or taking notes.

According to Budiharsono, there are three reading strategies, Top-down, Bottom-up, and Interactive strategy (Budiharso et al., 2014). An explanation of each category is below:

a. Top-down Strategy

Top-down strategy is an approach to reading that starts with the reader's hypotheses about the text and their guess about it, then moves on to confirm it by covering the smallest part of the text. In top-down strategy, the reader can take guesses, background knowledge, and then determine the accuracy or precision of the aforementioned prediction. Top-down

strategies develop from general ideas to specific ideas.

b. Bottom-up Strategy

The bottom-up strategy occurs when a person tries to understand a text with focus to the individual meaning or grammatical features of the most basic text. This strategy works from smaller to larger units to get meaning and change previous knowledge then move on. to try to understand the whole text. However, the bottom-up strategy was not considered a very efficient way of understanding text at first, and was often contrasted with top-down processing, which was considered to be more efficient.

c. Interactive Strategy

Interactive strategy is a mix of bottom-up strategy and top-down strategy starting with readers building their understanding by using the knowledge they previously had about the topic and structure of the text. The interactive process in reading occurs when the reader carries out an

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interactive process between top-down strategies and bottom-up strategies.

In conclusion, there are many strategies that students can use during the process of learning to read, especially reading English texts such as global strategies, problem solving strategies, supporting strategies, top-down strategies, bottom-up strategies and interactive strategies. From the several strategies above, this research focuses on the reading strategies created by Mokhtari and Reichard, namely global strategy, problem-solving strategy and support strategy.

2. Gender Differences in Reading Strategy

The term "gender" is often misinterpreted by some people by thinking it is the same as the term "sex". Actually, the two terms have different meanings. Sex is a biological classification based on reproductive potential, while gender is a social description of biological sex (Faculty, 2015). It can be said that sex is a gift given by God and brought from birth. With certain characteristics a person can

be said to be male or female, for example the genitals and reproductive organs. While gender can be understood as a something that does not come into being when a person is born, gender is a something that is recognized by humans in a social and psychological manner in accordance with important characteristics and emergence when people interact or communicate with one another in a group. This study presents several studies on gender differences in reading strategies (Rianto, 2021). The use of gender differences in global strategy, problem-solving strategy, and support strategy is taken into consideration, with female students doing better on average than male students. Female students always have scores that are superior to male students in awareness of reading strategies which implies that female students may have better reading skills than male students (Fauzi & Ashadi, 2019).

The average across all reading strategy categories was higher for female than for male. US female students more often used strategies such as taking notes while reading, underlining important words in the text, paraphrasing sentences to get a better understanding than before, returning in the

text and discussing questions with themselves about the passage. Gender differences have been found in the strategies used in teaching reading in English reading classes. Several studies have shown that boys and girls solve reading problems in different ways. this difference can be seen from male outperforming female in terms of mental visual images so that it can be said that boys prefer visual approaches to learning.

As a result, it may be concluded that in general using reading strategies is more often used by female students than male students, especially metacognitive strategies. Female students have more abilities than male students in reading. So that gender differences also differentiate their quality in achieving results.

C. HYPOTHESES

The hypothesis in this study is there is no significant difference between Indonesian male and female EFL students in reading strategies for grade XI of MAN 2 GROBOGAN in the academic Year 2022/2023.

Hypothesis is a statement made in the context of a problem in a particular study. Research question has been interpreted into the form of an affirmative

statement. It's referred to as answer, but in reality, the answer that will be disseminated won't be based on any relevant theories or empirical facts discovered through data collection. Therefore, hypotheses may also be used to solve research question theories rather than empirical hypotheses based on data (Sugiyono, 2017).

CHAPTER III
RESEARCH METHOD

In this third chapter, it is mainly concerned on research methodology which discusses research design, setting and time, source of data, population and sample, research variable and indicator, instrument, method of collecting data.

A. RESEARCH DESIGN

Based on the phenomena that are the research background described in the previous chapter. In this study, researcher focused on gender differences in using metacognitive reading strategies by Indonesian male and female EFL students. This research adopts a quantitative method, which uses quantitative data and a statistical approach to investigate phenomena systematically. Sampling using the Slovin formula using Convenience sampling technique. After determining the number of samples, the researcher can determine who will be the respondent. Data collection was carried out with an online system using a questionnaire instrument. Investigation results are given in numerical format.

B. SOURCE OF DATA AND SETTING

a. Place

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Sources of data directly in the natural environment is one of the characteristics of quantitative research besides humans as data collectors and inductive data analyzers. The selection of research places is very influential on research results. Thus this research was conducted at MAN 2 Grobogan located on Jl. Pilang Kidul, Gubug, Grobogan.

b. Time

This research was conducted in June 2023 with an online system. Students are given a time limit to work on the questionnaire that has been prepared. To ensure that all samples fill out the questionnaire, the questionnaire is filled in when English lessons begin. with permission and direct instructions from the subject teacher.

c. Source of Data

Sources of data in research are subjects from places specified for data collection so that research data can be obtained. If the researcher uses a questionnaire in collecting data, it is necessary that the subject will provide direct responses to the given instrument, so that the subject is called a respondent. Respondent is a person who answers the researcher's questions, both written and oral

questions given by the researcher (Arikunto Suharsimi, 2013).

Respondents were selected from eleventh grade students, MAN 2 Grobogan. Respondents were selected because they were students at the appropriate reading level who had sufficient experience in reading texts. Researchers investigated one class consisting of almost equal male and female students so that there were no gaps and the resulting data was more accurate.

C. POPULATION AND SAMPLE

a. Population

The population is all research subjects. A population is a particular region consist of objects or subjects with certain qualities and conditions that are chosen by researcher to learn about and then analyze their results (Arikunto Suharsimi, 2013). Therefore, according to the population can be interpreted as the whole object What will be studied is in the form of phenomena, people, issues and symptoms that occur in a particular area. The population to be studied in this study were all class XI students of

MAN 2 Grobogan for the 2022/2023 academic year with a total of 183 students.

b. **Sample**

The sample is a group of people who are used as representatives of the number and characteristics possessed by that population (Sugiyono, 2017). The sample is a subset or representative sample of the target population. In another definition, the sample is a portion of the population selected using a particular method called the sampling technique, which is expected to represent the nature and characteristics of the population (Arikunto Suharsimi, 2013). Sampling was carried out by researchers due to several conditions. First, because the number of research objects is very large and it is not possible for researchers to examine the objects one by one as a whole. Second, it aims to study the research object on a small scale which is then applied to the entire research object.

The sampling technique used in this study is a non-probability type of convenience sampling. According to Hartono (2004) sampling with convenience sampling is sampling done by selecting samples freely at the will of the researcher. This sampling method was chosen

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because this method will facilitate data collection in research. The selection of the convenience sampling method was made based on the availability of data and the ease with which it could be used; alternatively, the sample was chosen because it was present at the appropriate time and place. To measure how many minimum samples are needed, the researcher uses the Slovin formula with an error level of 10%, with the following formula:

$$n = \frac{N}{1 + N.(e)^2}$$

Information:

n = number of samples

N = total population

e = allowance for inaccuracy due to tolerable sampling error, with an error rate of 10% = 0.1

$$n = \frac{N}{1 + N.(e)^2}$$

$$= \frac{183}{1 + 183.(0.1)^2}$$

$$\frac{183}{}$$

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$$= \quad 2.83$$

$$= \quad 64, 6643$$

$$= \quad \mathbf{65}$$

From the calculation using the Slovin formula above, a sample of 65 people was obtained, then the sample to be used represented a population of 183 people.

D. VARIABLES AND INDICATORS

Variables can be interpreted as research objects. the research object will be used as a source of data to be analyzed in the next chapter. There are two variables that will be evaluated in this study: independent variable (X) and dependent variable (Y).

1. **Independent Variable (X)**

   Independent variable is refers to a variable that affects or serves as a cause of change the dependent variable (Arikunto Suharsimi, 2013). The independent variable in this study is gender. There were two independent variables, male and female. The indicators are in the tables below:

Table 3.1 Indicators of Independent Variable

Variable (X)	Indicators
Gender	a. Male b. Female

2. Dependent Variable (Y)

The definition of a dependent variable is variable that is affected by the presence of independent variables. (Sugiyono, 2017). Dependent variable in this research is the use of metacognitive reading strategies in the learning English. The indicators are in the tables below:

Table 3.2 Indicators of Dependent Variable

Variable (Y)	Sub Variable	Indicators
Reading Strategies	Global Strategy	a. Well-organized reading management b. Establish reading steps c. Purposeful d. Skimming the text e. Guessing the contents
	Problem-solving Strategy	a. Actions or techniques while reading b. Re-read for better understanding

		c.	Changing strategies to deal with problems
	Support Strategy	a.	Implementing a set of supporting tools
		b.	Using reference materials

E. METHODS OF COLLECTING DATA

In collecting data, the researcher used questionnaire as a research instrument. Questionnaire is a list of questions to achieve data in the form of answers from respondents (people who answer) (R.M. Koentjaraningrat, 1993). The process of collecting data through the SORS Questionnaire designed by Mokhtari and Sheorey (2002) was carried out before the respondents took the test that the researchers would give. The SORS questionnaire was used to determine the reading strategy used by each respondent. Questionnaire can be used if there are lots of responses, can read well and can reveal things that are confidential. (Sugiyono, 2017). The questionnaire is a list of statements that is sent to other people who are available and willing to offer advice as requested by the researcher. The questionnaire allows the researcher to

study the attitudes, beliefs, behaviors, and characteristics of the respondents.

There are two types of questionnaires. In this case, the author uses a closed questionnaire. The closed questionnaire is a collection of statements or questions presented in the form of a list where the respondent is asked to choose one answer that matches the characteristics of the respondent. The author uses a questionnaire to know every strategy that is often used by male and female students. The research instrument used in collecting data in this research was the SORS (Survey of Reading Strategies) questionnaire. A questionnaire based on instruments in reading strategies was made by Mokhtar and Sheorey (2002). Before students filled out the questionnaire, the researcher gave explanations and directions about what students should do with the questionnaire. This questionnaire is based on the reality felt by the respondents. The students were given an understanding that their participation in the research questionnaire was voluntary and had no impact on their academic grades, especially in English lessons.

F. INSTRUMENTS

The research instrument is a medium to obtain data in research. In other definition research instrument is a tool to measure variables (Juliansyah Noor, 2012). For data collection, researcher used the Survey of Reading Strategies (SORS), it is used to assess the use of metacognitive reading strategies. The research instrument was a SORS questionnaire adapted by Mokhtari and Sheorey (2002). The SORS questionnaire assesses three items, namely global strategy, problem solving strategy and supporting strategy. The global strategy is represented by 13 items (1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24, and 27) consisting of a series of strategies students use to renegotiate, manage, and defend their reading. Fpr examples checking whether someone's guess is right, being explicit about the material that must be understood and avoided including to read with the intended meaning or goal. The Problem-Solving strategy consist of 8 items (7, 9, 11, 14, 16, 19, 25 and 28) which represent strategies for clearing up misunderstandings or chaos in understanding the text Visualizing information to better understand it and make sense of obscure words. The Supporting Strategy contains 9 items (2, 5, 10, 13, 18, 22, 26, 29 and 30) and mainly ascertains whether the

reader is using outside reference material, taking notes, underlining important words and other practical strategies such as discussing with others. The questionnaire grid that will be used in this study is provided in **Table 4**.

Table 3.3 Questionnaire Guidline

Reading Strategies Category	Indicator	Data source	Item Number
Global Strategies	a. Well-organized reading management b. Establish reading steps c. Purposeful d. Skimming the text e. Guessing the contents	Respondent	13 items. (No. 1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24 & 27)
Problem-solving Strategies	a. Actions or techniques while reading b. Re-read for better understanding c. Changing strategies to deal with problems	Respondent	8 items. (No. 7, 9, 11, 14, 16, 19, 25 & 28)

Support Strategies	a. Implementing a set of supporting tools b. Using reference materials	Respondent	9 items. (No. 2, 5, 10, 13, 22, 26, 29 & 30)

The collection of research data was taken through the Google Form with permission and the help of the English teacher who distributed the link to students via social media group platforms. Students were required to answer questions about the respondent's background in the first section of the questionnaire. In the next section, respondents are asked to answer all of statement items by clicking on a number from 1–5. The scale used to measure position in the questionnaire is the Likert. The Likert scale is able to measure behavior. In other explanation (Sugiyono, 2017) said that the Likert scale is used to measure personality, which includes a person's or a group's attitudes and opinions about current events or social phenomena that occur in society. 1 (Never or almost never do this) to 5 (Always or almost always do this). The Questionnaire is provided in **Appendix 1**. To make it easier for participants to understand the information on each item

of the questionnaire statement, this questionnaire was first translated into Indonesian. If the data has already been submitted, the responses of respondents will be translated into English once more. (Mulyono et al., 2021). Questionnaire of SORS in Indonesian version is provided in **Appendix II**. Statements on each strategy are written sequentially to facilitate data collection.

G. METHODS OF ANALYZING DATA

After the researchers conducted research in the field and collected data, the next step was to conduct data analysis. Data analysis is an activity after data from all respondents or other data sources has been collected. The first step in the data analysis process is grouping the data that has been collected, grouping data is also called data tabulation. Data tabulation is carried out based on each respondent's participating variable, with data being collected for each analyzed variable. So, it is easy to analyze and perform calculations. Calculations are used to answer the formulation of the problem that has been formulated. Then do verification by using a formula that is in line with the research question in order to rephrase the hypothesis that has already been developed and accepted (Sugiyono, 2017). A questionnaire was used to obtain the data.

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Before beginning data analysis, it is necessary to do an instrument validity check. The method used to find out whether the test instrument is good or not needs to be tried and analyzed.

1. **Validity Test**

The meaning of validity can be interpreted as the extent to which the measuring instrument (test) really interprets what is to be measured. Validity is not solely a test, on the contrary, it refers to the use of a test for a specific purpose. Thus, validity is a process carried out by researchers to evaluate the usefulness and feasibility of a research instrument for a particular purpose that requires multiple sources of evidence. Additionally, validity test is a continual process rather than a single static occurrence. (Sireci, 2007). Validity involves in three types: construct validity, criterion validity, and content validity.

Table 3.4 Types of Validity Test
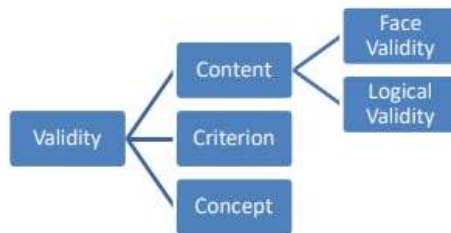
Validation Test is used to state the validity (valid) or not the instrument used by analyzing per item, to analyze the instrument validity, this research used a content validity test

Content Validity

Content validity is interpreted as evidence that shows whether the content of a test distributed through the selected instruments is in accordance with the stated objectives (Saifuddin Azwar, 1997). The evidence is used to ensure that submissions only include authentic, representative, or critical content from the relevant domain and do not include anything from beyond the submitted domain.

Content validity is validity which assesses the quality of the instrument through testing the suitability of the test content through rational analysis by a competent panel or through expert judgment in a particular field that is appropriate and in sync with the required expertise. Content validity verifies that there is only one set item in the given size that accurately expresses the concept. The more statement items that reflect the overall concept being measured, the greater the

content validity value. In other words, content validity is the intent of the elements of an indicator that has been described (Uma Sekaran, 2006). Measuring the content validity of the instrument is important. Due to the fact that this type of validity can also help to ensure the construction's validity and provide information to readers and researchers about the relevant instrument, because it involves experts to examine the instrument's serviceability from a conceptual and operational point of view.

Content validity means the accuracy of a test in terms of the content. A learning outcomes test is said to be valid, if the test material is really representative materials for the lesson materials provided. In other words, A test is declared to have content validity if it measures certain objectives that are in line with the material or content of the lesson being delivered.

Content Validity with Aiken's V formula is used in this study to test the questionnaire. Content validity involves an assessment by a panel of experts so it is often assumed to be subjective. To eliminate subjectivity from the expert panel's assessment, the researcher involved two expert panels, which then calculated the expert panel's

assessment using the Aiken's V formula. The formula used is as follows.

$$V = \frac{\sum S}{n(c-1)}$$
$$S = r - lo$$

lo = lowest rating score (eg 1)

c = the highest rating score (eg 4)

r = score given by the panel of experts

Coefficient values range from $0 - 1$ so that an item is said to be valid if the results of the validity test on the item/item statement are in the range of content validity values of 0.34 - 1. The CVR critical value category is determined through the Lawshe minimum limit as follows.

Table 3.5 CVR Validity Test Critical Score

Range	Description
0 – 0,33	Strongly Unsuitable
0,34 - 0,67	Suitable
0,68 – 1	Strongly Suitable

The validity test in this study aims to justify whether the question items used in the scale are valid. This study involved two panels of experts

who provided an assessment of the grammar and suitability of the questionnaire items with the indicators. Using calculations based on the content validity formula Aiken's V, the results obtained from the validity test of the metacognitive reading strategy variable can be seen in table 3.6 below.

Table 3.6 Results of the Validity Test of
Grammatical Aspect

No. Item	CVR	Description
1	0,67	Suitable
2	1	Strongly Suitable
3	1	Strongly Suitable
4	1	Strongly Suitable
5	1	Strongly Suitable
6	0,5	Suitable
7	1	Strongly Suitable
8	0,83	Strongly Suitable
9	0,67	Suitable
10	1	Strongly Suitable
11	0,67	Suitable
12	0,67	Suitable
13	1	Strongly Suitable
14	1	Strongly Suitable
15	1	Strongly Suitable
16	0,83	Strongly Suitable

17	0,67	Suitable
18	0,67	Suitable
19	0,67	Suitable
20	0,83	Strongly Suitable
21	1	Strongly Suitable
22	1	Strongly Suitable
23	1	Strongly Suitable
24	1	Strongly Suitable
25	0,83	Strongly Suitable
26	0,67	Suitable
27	1	Strongly Suitable
28	0,83	Strongly Suitable
29	1	Strongly Suitable
30	1	Strongly Suitable

Table 3.7 Results of the Validity Test of Suitability of the Questionnaire Items with Indicators Aspect

No. Item	CVR	Description
1	0.67	Suitable
2	1	Strongly Suitable
3	1	Strongly Suitable
4	1	Strongly Suitable
5	1	Strongly Suitable
6	1	Suitable
7	1	Strongly Suitable
8	1	Strongly Suitable

9	0,83	Suitable
10	1	Strongly Suitable
11	1	Suitable
12	0.83	Suitable
13	1	Strongly Suitable
14	1	Strongly Suitable
15	1	Strongly Suitable
16	1	Strongly Suitable
17	1	Suitable
18	1	Suitable
19	0,83	Suitable
20	0,67	Strongly Suitable
21	1	Strongly Suitable
22	1	Strongly Suitable
23	1	Strongly Suitable
24	1	Strongly Suitable
25	0,83	Strongly Suitable
26	1	Suitable
27	1	Strongly Suitable
28	0,83	Strongly Suitable
29	1	Strongly Suitable
30	1	Strongly Suitable

From two experts who gave an assessment on SORS questionnaire which was then calculated using the Aiken's V formula, it was found that all

statement items in questionnaire were declared valid and suitable to be used as an instrument for data collection on the reading strategies variable. Although, there are some statement items whose translation is corrected. As for the statement items whose translations are corrected at numbers 6, 8 and 11 (available in **Appendix III**).

The expert panels stated that all items in the SORS questionnaire were valid in the grammatical aspect and the suitability of the questionnaire items with indicators from each category. For clearer validity results are presented in the following table.

Table 3.8 Final Validity of SORS Questionnaire

No. Item	Aspect	
	Grammatical	**Suitability item questionnaire with indicator**
1	Valid	Valid
2	Valid	Valid
3	Valid	Valid
4	Valid	Valid
5	Valid	Valid
6	Valid	Valid

No.	Aspect	
Item	Grammatical	Suitability item questionnaire with indicator
7	Valid	Valid
8	Valid	Valid
9	Valid	Valid
10	Valid	Valid
11	Valid	Valid
12	Valid	Valid
13	Valid	Valid
14	Valid	Valid
15	Valid	Valid
16	Valid	Valid
17	Valid	Valid
18	Valid	Valid
19	Valid	Valid
20	Valid	Valid
21	Valid	Valid
22	Valid	Valid
23	Valid	Valid
24	Valid	Valid
25	Valid	Valid
26	Valid	Valid
27	Valid	Valid
28	Valid	Valid

No.	Aspect	
Item	Grammatical	Suitability item questionnaire with indicator
29	Valid	Valid
30	Valid	Valid

2. Data Analysis

Data analysis in this study is presented using Inferential Statistics. Here a researcher will always be faced with the null hypothesis (H0) as the basis for his research to be tested empirically with inferential statistics. In this study the inferential statistical method used was hypothesis testing using T-test because it aims to find out the average of two independent samples, so that it can be seen whether the two samples have the same mean or not.

Hypothesis Test (T-test)

After the prerequisite analysis test is declared to meet the criteria, then the next step is to test the hypothesis. Hypothesis testing was analyzed using the average difference test or t-test (independent sample t-test).

T-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

To find the standard deviation using the formula:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$ = average experimental class data

$\bar{x}_1$ = average control class data

$n1$ = the number of students in the experimental class

$n2$ = the number of students in the control class

S = combined standard deviation

S1 = standard deviation of the experimental class

S2 = standard deviation of control class

Calculation of the t coefficient on the independent sample t-test was calculated using SPSS version 29 for windows. The criterion for testing the hypothesis is if the significance value is $p < 0.05$ then H0 (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. If

significance of $p > 0.05$ then H0 is accepted and Ha
is rejected.

CHAPTER IV
RESEARCH FINDING AND DISCUSION

To analyze significant differences in reading strategies between Indonesian male and female EFL students, the researcher presented the research results.

A. FINDING

This research aims to examine whether there is any significant differences between Indonesian male and female EFL students in reading strategies. Researchers used parametric statistical methods with independent sample t-test to test the hypothesis. Independent sample t-test is used to ascertain whether there are differences in the mean of the two unpaired samples.

This section explained students' answers to a questionnaire about students' reading strategies. The questionnaire consists of three categories, Global reading strategies, Problem solving strategies, and Support strategies. The results of the study show that there is a fairly high use of strategy in the three categories of strategies. However, the average use of these three categories between male and female students is not much different. This study was conducted to know whether there are significant differences between Indonesian male and female EFL

students in using reading strategies. The findings are explained as follows:

Table 4.1 Results of Independent Sample t-test

Category	Male	Female	Sig.
Global Strategies	29,6786	30,9459	0,265
Problem-Solving Strategies	32,7857	34,7568	0,349
Support Strategies	29,7857	32,0000	0,880

Detailed explanation of the decision-making results of the independent sample t-test:

a. If sig. (2-tailed) < 0.05 = there is significant difference in using metacognitive reading strategies between Indonesian male and female EFL students.

b. If sig. (2-tailed) > 0.05 = there is no significant difference in using metacognitive reading strategies between Indonesian male and female EFL students.

Regarding the question whether there are significant differences in the reading strategies used by the eleventh graders of MAN 2 Grobogan. The results showed that there are no significant differences in using

all categories of reading strategies. Of the three strategy categories, both men and women use problem solving strategies most frequently, followed support strategies and then global strategies.

The result showed that male and female students have the same responses regarding the use of metacognitive strategies. From the results, it can be said that they consider problem-solving strategies as the most effective strategies in learning their English. Students used problem solving strategies by reading the text slowly and carefully, they also adjust their reading speed, reread and guess the meaning of unknown words first.

Table 4.1 shows the results of using the independent sample t-test underlies each category of reading strategy. The significance value accepted is 0,265 for global strategies (p > 0.05), 0,349 for problem solving strategies (p > 0.05), and 0.880 for support strategies (p > 0.05). The results showed that there are no significant differences in the use of metacognitive reading strategies due to gender.

This is based on questionnaire results that were submitted via a Google form. In the results of this study, there were no significant differences between male and female students in using reading strategies.

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Research findings indicated that respondents were high users of metacognitive reading strategies overall without significant gender differences in the strategies used. Male and female both used the same strategies in the same order of frequency, ranking problem solving as the most used for men (M=32, 7857) and women (M=34,7568), followed by support strategies , for men (M=29, 7857) and women (M=32,0000), and in last place the global strategy as the most disliked by average for men (M=29,6786) and women (M=30.9459). These results illustrate that EFL readers use reading strategies for reasons other than gender.

B. DISCUSSION

In previous researches conducted by Alexander Poole in 2005, and Hapsari in 2019 identified significant gender differences in using global strategies, problem-solving strategies, and support strategies, although the resulting gender differences all had small effect size values. The results of previous research among ESL students indicate that there is a significant gender gap in the use of global reading strategies, problem solving strategies, and support strategies, this is also in line with the

findings of several previous studies examining the same topic among EFL students, such as Deliany & Cahyono, 2020 and Rostami Abusaeedi & Khabir, 2017. However, the results of this study are different from previous studies which did not find gender differences in the use of strategies, both overall categories and in each category. From the results of testing the hypothesis using the t-test, the results show that there are no significant differences in using metacognitive reading strategies between Indonesian male and female EFL students for grade XI of MAN 2 Grobogan in the academic year 2022/2023.

In this study, researcher found that Indonesian male and female EFL students tend to use the same metacognitive reading strategies. Of the three categories of strategies, both male and female students used the problem-solving strategy most frequently, followed by supporting strategies and global strategies. The results are in line with earlier preliminary study that was conducted by (Mark Anderson, 2003) who state that the use of problem solving strategies is the most highly used strategy. These results corroborate the findings of previous research conducted by (Ahmadian & Pasand, 2017) and (Marboot et al, 2020) involving Iranian EFL students. Other studies that were

investigated by EFL students in the Middle East were conducted by Darwish, Mukhlif, and Amir in 2017, and research concerning EFL students in Southeast Asia was carried out by Zamuddin et al. in 2017 and Gusti et al. in 2020. All the studies mentioned above confirmed that problem-solving strategies are the most frequently used strategies in teaching reading in EFL classes.

This research has the same results as research conducted by (Sindiyasti, 2019) entitled *Strategy for Reading In Islamic Boarding Schools: A Small-Scale Survey.* The issue of reading strategies appears in the context of EFL. Not only in formal education, but also in informal education, such as pesantren. The purpose of this research is to identify the use of reading strategies by Islamic boarding school students. This research involved 71 students of Pesantren from universities with different studies. Researcher used quantitative research with the SORS questionnaire based on the Mokhtari and Sheorey (2002) as a data collection instrument. There are 30 statement items with a Likert scale as the main instrument for data collection. This study uses SPSS and Microsoft Excel in analyzing data. The results showed the most widely used reading strategy by students was a problem-solving strategy followed by a global reading strategy

and the lowest was a support strategy. Each domain's score indicates a high level of usage. It means, almost all students use reading strategies when reading academic materials.

In addition to explaining reading strategies, this study also found that female students scored higher than male students in using metacognitive reading strategies, even though gender differences were not identified. This finding can validate the general belief circulating and assumed by society and can be concluded from previous research that females are superior than male when learning the second language. The dominance of female students in terms of reading skills and reading proficiency is most likely related to their tendency to use metacognitive strategies more often than male. As revealed in this research, although both males and female are high users of the strategy. Female students use the strategy at a higher level than male students. This is consistent with the findings of most studies in the same field as those reported by Dardjito in 2019 and Mohseni et al, in 2020, which state that using metacognitive reading strategies can support solving reading comprehension problems.

Differences in results that occur in research results occur due to several factors, such as different

populations and the number of samples studied is also different. Different populations will make a significant difference in research results. Therefore, it is necessary to do careful thought on the method of data collection and the instruments used. In certain populations and certain areas, there will be different mindsets and habits. Indonesia as a country that uses English as a foreign language will have a different way of learning and thinking from countries that use English as second language. Therefore, it is necessary to think carefully about the instruments used in a study.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this third chapter, researcher presented the conclusions, suggestions and closing.

A. CONCLUSIONS

The aim of this study was to examine whether there is significant difference between Indonesian male and female EFL students in reading strategies. A successful reading strategy will affect text comprehension. However, from the results of this study using a questionnaire, it can be concluded that there is no significant difference between Indonesian male and female EFL students in reading strategies.

Despite the fact that the research question has been answered, this research has some limitations. The first relates to the samples used, , the total sample in this study was more female than male who participated in this study. This is because in Indonesian schools the total of female students is greater than the total of male students. Because using an unequal sample size can affect the t-test error that has been calculated, suggestions for further research in the same field should use the same total sample of male and female to gain

better statistical calculation, especially identify gender differences topic.

Another limitation in this research is related to the instruments used for collecting data. Data that was collected through the SORS questionnaire was self-reported by the participants or respondents. One of the weaknesses of self-report is that it allows respondents not to inform what they actually do when faced with reading English texts. Participants may not use all of strategies that they claim in the questionnaire in every actual reading situation. Whereas, the strategy they use is largely determined by what they read and the context in which they read. Therefore, the data taken from the SORS instrument must be carefully evaluated. It should be underlined in future research on the same topic that it is necessary to add interview and observation instruments in collecting data with a large sample size. The reading strategies observed and self-reported by respondents usually correspond to reality and do not rule out being incorrect, although the quality of their implementation varies. It should be remembered that using questionnaires (self-report-based surveys) has weaknesses. Such an instrument does not report what the respondent actually did, but only reports what the respondent agrees with. To obtain more detailed

information and more reliable data regarding the use of reading strategy, further research is recommended to use interviews and observations simultaneously so that the data obtained is more accurate.

B. SUGGESTIONS

As a result of this research, the researcher provides some suggestions for all readers of this thesis.

1. For students

    Students must study seriously and prepare to support learning success, especially reading skills, because reading skills are one of the most difficult subjects according to them. They must learn to overcome the reading problems they face with proper preparation by developing strategies that make them comfortable so that they can achieve good reading achievement.

2. For teachers

    a. Teachers should teach students in interesting ways, so that students have an interest in studying seriously and developing their reading skills well.

    b. The use of an interesting method of teaching in the class, so that the students can enjoy the learning process.

3. For the readers

   The writer hopes that this thesis will be useful for the readers. So, the readers know that there are no significant differences between Indonesian male and female EFL students in using reading strategies. Reading strategy is one way to success in reading skills, but reading strategies are not influenced by gender differences, so this does not rule out the possibility of male and female students achieving the same achievement in reading.

C. CLOSING

This thesis is intended for readers. The researcher understands that she is far from perfect. The researcher expects criticism and advice to make it better. The researcher also hopes that it will be helpful for her and for every person who reads it in the future.

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