

**THE INFLUENCE OF GENDER ON STUDENTS' READING  
COMPREHENSION SKILL IN UNDERSTANDING  
DESCRIPTIVE TEXT MATERIAL IN SMP NEGERI 35  
SEMARANG**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the  
Bachelor Degree of English Education



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*Wassalamu'alaikum Wr. Wb*

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## ABSTRACT

Title : **The Influence of Gender on Students' Reading Comprehension Skill in Understanding Descriptive Text Material in SMP Negeri 35 Semarang**

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This research aimed to find out the influence of gender on students' reading comprehension skill in understanding descriptive text material that conducted in junior high school. The background of this research was the inequality of achievement between male and female students in English. This research used quantitative approach with *ex post facto* design. The population of this research was all 8<sup>th</sup> grade students of junior high school in the academic year 2023/2024. And the sample of this research was 30 students of 8 grade of junior high school. The instrument of this research was reading comprehension test. The test was to measure and find out students' understanding when reading descriptive text. Firstly, to be able to carry out the T-test it is necessary to carry out normality and homogeneity tests for the test requirements. From the normality and homogeneity tests that have been carried out, it is proven that the data group used is normally distributed and homogeneous. After the data is declared normally distributed and homogeneous, then the hypothesis is tested using the T-test. From the data analysis, it showed the results that the level significance of T-test and from the average score from reading comprehension test of male and female students shows that female students are superior than male students. It could be concluded that there was a significant effect of gender on students' reading comprehension skill in understanding descriptive text.

**Keyword** : *gender, reading comprehension, descriptive text*

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The author realizes that in disclosure, presentation, discussion, as well as in the choice of words in thesis are still many shortcomings are caused by limited experience owned by the author. However, with guidance, help and assistance from varoius parties so lacking in this thesis can be resolved.

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Semarang, 6 September 2023

Author,



**Nanda Kamalia Putri Khairina**



## MOTTO

**“Action is the foundational key to all success”**

(Pablo Picasso)

مَنْ جَدَّ وَجَدَ

*Barang siapa yang bersungguh maka ia akan menemukan*

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# CHAPTER I

## INTRODUCTION

### A. Background of Research

Education is a way and momentum for a child to train and develop his abilities. Good and correct language skills are one of the skills that are expected to be mastered by a child after getting an education. This is because language has an important role for humans to be able to communicate with each other and also to develop intellectual intelligence. Therefore, language skills must be taught from childhood. In addition to the mother tongue, children also need to be taught a foreign language as a second language. In this case, English as an international language must be studied in an educational institution. In this era of globalization, it is important to be able to communicate well in English. This is because there is a very tight global economic competition that requires us to communicate with various people from various countries.

English is an international language that must be learned by someone to be able to communicate with people from other countries. English is a unifying language for nations around the world. Like any other language, English also has structures and language rules that can be learned. Four basic skills must be

mastered when learning English. That is listening, speaking, reading and writing. Reading and listening skills are receptive skills. The students need to learn the receptive skill first, so they can be able to improve speaking and writing skills. Someone should read more so he can produce written text, someone also should listen more so he can produce speech.

Reading is the exercise of using text to make meaning of the text.<sup>1</sup> Reading is one of the skills besides listening that we have to mastering before writing and speaking, because we will not be able to write and speak if we do not understand what we are writing and talking about. Many researchers argue that reading is the most important source of first language (L1) vocabulary acquisition. Reading activities can enrich students' insight and gain knowledge of written form, part of speech, and vocabulary. The learners also gain some knowledge of the words meaning from the context of the text.<sup>2</sup> Reading academic texts in English is an essential ability to EFL students as a second language since they have a responsibility to carry a vast range of assignments that

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<sup>1</sup> Bayu Septi Pratiwi, "Using Graphic Organizer and Context Clue for Teaching Reading of Descriptive Text", *Skripsi* (Semarang: Program Sarjana UIN Walisongo, 2021), p. 20

<sup>2</sup> Pratiwi, "Using Graphic Organizer...", p. 21

depend on reading.<sup>3</sup> Therefore, as a teacher, reading activities need special attention and be prioritized because the benefits are so great for students.

Various factors can influence a person's success in learning English. These factors can come from oneself (internal factors) or can also come from outside (external factors). Internal factors include, gender, learning motivation, interests, attitudes, personality, learning styles, etc. As for external factors, among others, the learning environment, the demands of parents, schools and teachers, friendships, etc. Among these various factors, this research will focus on gender. Kratochwill et al. (1999), revealed that bio-psychosocial are factors that influence the development of individuals to interact with one another. One factor in bio-psychosocial theory is birth, which refers to being born as a boy or a girl.<sup>4</sup>

The reason of the researcher raised the theme above is by looking at the facts in the field and based on some results of the study which stated that gender affects student academic achievement. Studying the effect of gender on language learning

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<sup>3</sup> Muhammad Nafi Annury, et.al., "The Use of Metacognitive Strategies in EFL Reading Comprehension", *Advance in Social Science Education and Human Resarch*, (Vol. 343, tahun 2019), p. 62

<sup>4</sup> Syarief Fajaruddin, et al., "Mungkinkah Gender Mempengaruhi Hasil Belajar Berbahasa Anak?", *Wiyata Dharma: Jurnal Penelitian dan Evaluasi Pendidikan*, (Vol. 9, No. 2, tahun 2021), p. 128



is quite important in educational environments especially when expression like "boys underachievement" or "females' verbal superiority" has become so deliberated and hooks a lot of attention whether by L2 instructor or researcher.<sup>5</sup> Regardless of those facts, it can be said that the different structure of their brain leads to the different ability to think, to communicate, or to solve problem between male and female. The study results of the other researchers also stated that girls have better language intelligence than boys. Edwin E. Lewis stated: "girls are consistently superior in linguistics function at all ages. They talk earlier, have fewer reading disabilities and speech delect".<sup>6</sup>

In the research written by Syarief Fajruddin et al., it was also stated that the growth of girls' language skills is indeed faster than boys. Even in speaking language, girls are better able to speak more politely and subtly. However, a surprising result was found where the achievement of Indonesian and English between men

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<sup>5</sup> Ala H. Oda dan Mohsen R. Abdul Karim, "The Relationship Between Gender and Reading Comprehension at College Level", *Journal of Basrah Research The Humanities Science*, (Vol. 42, No. 6, tahun 2017), p. 426

<sup>6</sup> Ali Agus, "Analisa Pengaruh Perbedaan Gender pada Prestasi Belajar Bahasa Inggris Mahasiswa Semester 2 Program Studi Manajemen STIE Tribuana", *Jurnal Penelitian Multidisiplin Ilmu*, (Vol. 1, No. 2, tahun 2022), p. 108

and women was different. Girls get superior learning output in Indonesian lessons, but boys are superior in English lessons.

The inequality of achievement between boys and girls inspires the researcher to examine what causes the inequality and how to overcome it. Many researchers investigated the relationship between gender and reading comprehension but such studies came up with inconsistent findings which can't be generalized to all second language learning contexts.<sup>7</sup> In addition, another reason the writer chose reading skills as an object of research is because, in the English curriculum in Indonesia, most of the material taught is in form of text and indirectly requires students to read. One of the materials that uses a lot of reading skills and also often appears at every level of education is descriptive text.

The novelty that differentiates this research from previous research, is starting with the subject, location, and methods. The subjects of this research were students at SMP Negeri 35 Semarang and the location of this research was also at SMP Negeri 35 Semarang, where no one had ever researched this theme using the subject and location at that SMP. Apart from that, the method that I used is different, that is using a quantitative

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<sup>7</sup> Ala H. Oda dan Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 427

approach with ex post facto design. Therefore, the researcher raised the theme Gender On students' Reading Comprehension Skill as the title of the final project research.

### **B. Research Question**

Based on the background of the study above, the problem to be examined in this study is:

1. Does gender have a significant difference in students' reading comprehension skill in understanding descriptive text material?
2. How does gender have a significant difference in students' reading comprehension skills in understanding descriptive text material?

### **C. Research Objective**

In line with the research question above, it can be concluded that the objectives of this study are:

1. To explain the significant difference of gender on students' reading comprehension skills in understanding descriptive text material.
2. To explain how gender has a significant difference of gender on students' reading comprehension skills in understanding descriptive text material.

### **D. Pedagogical Significance**

1. The sample of this study was taken from 32 students which are 16 male students and 16 female students of eight grade students of SMP N 35 Semarang.
2. The research location was placed in SMP N 35 Semarang.
3. The research design was conducted an ex post facto design.

#### **E. Significance of The Study**

The result of the study gives some positive contributions to the English learning context and is expected to give advantages as follows:

1. Theoretical Benefits

It is expected that the result of this study will give additional knowledge to the readers. This study tells the readers that gender has a significant effect on Students' reading comprehension skills in understanding the descriptive text.

2. Pedagogical Benefits

- a. For the teacher

This study can support teachers to be able to better understand the cognitive abilities of male and female students especially in reading skills. This can make it easier for teachers to apply the right method in teaching descriptive text to male and female students.

By using appropriate teaching methods, it is hoped that students will more easily understand descriptive texts and can improve their reading comprehension skills. And also can reduce the big gap between male and female students in reading ability.

b. For the students

This study can provide additional knowledge for students and motivate students to be more interested in learning English. One of the skills that must be mastered when learning English is reading skill, and one of the text genres that often appears in the English curriculum is descriptive text. This research helps students find the right method of learning to read descriptive text according to their gender. And also, to be able to improve their English skill as a foreign language.

c. The Researcher

This study can improve the researchers' skill and knowledge in English teaching and the researcher gets many experience to prepare in the future as an English teacher. By doing this research, hopefully it will be useful in the future.

d. The Other Researcher

By doing this research, the researcher gets new experiences and new knowledge about this research.

The researcher expects that this research can be reference to other researcher to do the next researcher in the future.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Previous Research

This research is not the new one. Therefore, the researcher used some previous research as supporting research. They are follows:

International journal of English teaching and translation entitled “*Gender differences and EFL reading comprehension: Revisiting topic interest and test performance*”. This study aims to delve into the nature of the relationship between topic interest in light of gender-related differences and EFL reading comprehension as depicted in learners’ scores in cloze and multiple choice tests, two commonly used measures of reading comprehension in the Iranian EFL context. The difference of this study with my study is this study attempted to examine the relationship between gender and Iranian Students’ interest in reading English texts. The similarity of the study is researching about gender on the students’ reading comprehension skill.

International journal of European Sociological Review, entitled “*Educational Systems and Gender Differences in reading: A Comparative Multilevel Analysis*”. This study aims to investigate whether the structure of a country’s educational

system is related to this gender inequality in reading performance. This journal assessed whether standardization of educational curricula and the age at which students are selected into educational tracks affect boys and girls' reading performance differently. The difference with my study is this study researching about the educational system that related with gender differences. The similarity is this study researching about gender differences in reading skill.

International journal of Basrah Research The Humanities Science entitled "*The Relationship Between Gender and Reading Comprehension at College Level*". This study aims to understand the relationship between gender and reading skills in higher education. This study follows Barrett's taxonomy which divides reading comprehension into several levels (literal, inferential, critical and appreciative). This study attempts to compare the results between two gender groups (men and women) in each of the four reading comprehension levels to see the relationship between gender and reading comprehension. The differences of this study are on the subjects studied and the data collection techniques used. The similarity of this study is researching about gender and reading comprehension.

International journal of Educational Sciences entitled "Gender Differences in the Reading Comprehension of Grade Three Rural Learners in South Africa". This study aims to provide



more insight into strategies for closing the academic achievement gap between boys and girls, especially in reading comprehension in the mother tongue and in the second language. This study followed a quantitative research approach with quasi experimental design. The subject of this study were 49 boys and 46 girls registered for grade 3 in 2011 in rural school in Dutywa district of Eastern Cape South Africa. The difference of this study with my study is apart from finding out the differences in the reading abilities of male and female students in English or a second language, this study also sought to find out the differences in the reading abilities of male and female students in their mother tongue (IsiXhosa). In addition, the quantitative research design that used also different. Then, the similarity between this study and my study is that both are looking to find out whether there are significant differences in students' reading comprehension caused by gender.

National journal entitled “*Pengaruh Gender Terhadap Motivasi Memilih Sekolah dan Prestasi Belajar*”. This research examine the effect between gender on students’ achievement in SMK PGRI Turen Malang which motivation to choose the school as intervening variable. Sampling of this research are 100 students which consist of 50 male and 50 female students. The difference of this study is on the variable Y which this study researching about the effect of gender on the motivation to choose school. The

similarity of the study is researching about gender on the student ability and achievement.

National journal from Jurnal Penelitian Multidisiplin Ilmu entitled “*Analisa Persepsi Pengaruh Perbedaan Gender pada Prestasi Belajar Bahasa Inggris Mahasiswa Semester 2 Prodi Manajemen STIE Tribuana*”. This research aims to determine whether gender differences have a significant effect on language intelligence and English learning outcomes for the semester 2 of management students at STIE Tribuana. The difference from this study is the research subjects taken and the type of quantitative method used. While the similarity is researching the effect of gender on English language skills and using a quantitative approach.

## **B. Literature Review**

### **1. Gender**

The issue of gender has indeed become an old issue that will not run out for discussion. Many controversies have arisen as a result of discussing gender, such as the existence of gender inequality that arises due to differences in rights and treatment given to men and women. Gender inequality appears in many aspects of life, one of which is education.

#### **a. Definition of Sex and Gender**

Discussion of sex and gender is a topic that is always interesting to discuss in depth. Many people still think that sex and gender are one and the same thing, when in fact the two terms refer to two different contexts. Although different, these two things are still related to each other. Gender is defined as individual differences based on biological factors that are present at birth. While gender is a trait inherent in men and women who are shaped by social and cultural factors, so that they are some assumptions about the social assumptions about the social and cultural roles of men and women.<sup>8</sup> The scientists explained about gender as a differences between men and women who are innate as Gods' creations and which are cultural formations that are learned and socialized since childhood.<sup>9</sup>

Gender in society is often only defined as male or female, men or women, boys or girls, even though these two things are two different concept. Elliott, dkk . (2000:146) menyebutkan bahwa "*gender refers to*

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<sup>8</sup> Fatmawati Zahroh, "Pengaruh Gender Terhadap Motivasi Memilih Sekolah dan Prestasi Belajar", *Journal of Accounting and Business Education*, (Vol. 1, No. 2, tahun 2016), p. 2.

<sup>9</sup> Herien Puspitawati, "Konsep, Teori, dan Analisis Gender", (Bogor: Departemen Ilmu Keluarga dan Konsumen fakultas Ekologi Manusia Institut Pertanian, 2013), p. 1.

*psychosocial aspects of maleness and femaleness, whereas sex refers to biological maleness and femaleness*".<sup>10</sup> Gender is more accurately defined as differences in roles, functions, status, and responsibilities between men and women in a society.<sup>11</sup> There are some definitions about gender that stated by some experts as follows:

- 1) Baron (2002) argues that gender is part of self concept which involves the identification of an individual as male ore female.
- 2) Santrock (2003) define that gender and sex have differences in terms of dimensions that refer to the biological conditions of men and women. While gender refers to the differences in the socio-cultural dimensions of men and women.

The growth of individual differences based on gender is growing rapidly as a result of the continuous differences in treatment between men and women. Differences appear in terms of roles, behavior, tendencies, traits, and other attributes that explain the meaning of men or women in an existing cultural

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<sup>10</sup> Ni Made Ratminingsih, "Pengaruh Gender dan ...", p. 279

<sup>11</sup> Puspitawati, "Konsep, Teori, ...", p. 1

concept.<sup>12</sup> Based on some of the opinions that have been put forward by the experts above, it can be understood that gender is a characteristic difference between men and women based on the socio-cultural dimension which is interpreted through social values and behavior.

#### **b. Gender Issues in Education**

A gender problem that occurs a lot in the field of education is the difference in the treatment of a teacher towards male and female students. For example, when the teacher explains a material, the teacher will pay more attention to female students. However, when entering the assignment session, male students will be given more opportunities such as adding time to do assignments for male students, reprimanding male students more during lessons, and providing more question and answer opportunities to students. man.<sup>13</sup>

This problem occurs in almost all subjects including English. If these problems continue to be left without any action, it is feared that gender problems will grow

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<sup>12</sup> Rohmah Dwi Yuniarti, "Pengaruh Sikap dan Gender Terhadap Prestasi Belajar Bahasa Indonesia Pada Siswa SMP Negeri Kelas VII di Kecamatan Sleman Yogyakarta", *Skripsi* (Universitas Negeri Yogyakarta), p. 17

<sup>13</sup> Rohmah Dwi Yuniarti, "Pengaruh Sikap dan Gender, ...", p. 18

in education. And of course this will have a little or a lot of effect on students' English skills which can't be evenly distributed. However, this still needs to be further investigated to ascertain whether gender does affect students' English skills or not.

## **2. Reading Comprehension**

### **a. Definition**

Reading is an interactive process in which readers construct representations of text using effective reading strategies.<sup>14</sup> Reading is the process of making meaning from written texts, it needs the harmony of a lot of related sources of information.<sup>15</sup> According to Wixson, Peters, Weber, and Roeber (1987), defined reading is a process of making meaning that involves existing knowledge, text information, and the context of reading. In addition, reading is an interactive process between the readers and the text which results in reading fluency.<sup>16</sup> According to Nunan, reading is usually understood as a solitary activity in which the readers interact with the text

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<sup>14</sup> Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education*, (Vol. 6, No. 2, tahun 2016), p. 229

<sup>15</sup> Gilakjani, "How Can Students Improve ...", p. 230

<sup>16</sup> Gilakjani, "How Can Students Improve ...", p. 230

separately. Nunan then added that reading is an activity in itself that involves many people interacting with the reader and what they bring to the text. Reading is not just learning the words and spelling of written text and not just following carefully letter by line, but also reading to understand the meaning of written text.

Reading is essentially a complex and complicated process because it involves internal and external factors. Internal reading factors in reading are intellectual intelligence (IQ), talent, motivation, etc. And for the external factors, that are reading text, reading facilities, the environment, and also economic factors. Reading is the most important activity in any language class, isn't it simply as a source of information, and fun activity in any language classes, but also means of consolidating and broadening someones' knowledge. Reading is one of the necessary required skills that every well-educated person needs to acquire to a considerable extent both in their native language and their second or foreign language.<sup>17</sup> Reading is part of english that focuses on developing skill. Reading can help

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<sup>17</sup> Annury, et.al., "The Use of Metacognitive Strategies ...", p. 62

students to increase their vocabulary by finding the meaning of unfamiliar word in the text that they are read.<sup>18</sup>

Comprehension is defined as a mental process that aims to interpret the meaning of a written, audio or visual source and relate it to the cognitive structure of the recipient. According to the RAND Reading Study Group (2002), understanding is the process of acquiring and creating meaning through interaction and engagement with written language. According to Duke, he is stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.<sup>19</sup>

Reading comprehension is a complex process in which the reader constructs meaning by interacting with text using prior knowledge, experience, and information that can be found at text. Reading comprehension is an activity carried out to combine new information obtained after reading with old information that aims to gain new knowledge.

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<sup>18</sup> Pratiwi, "Using Graphic Organizer...", p. 20

<sup>19</sup> Gilakjani, "How Can Students Improve ...", p. 230



Reading comprehension skills are skills in the process of speaking and understanding reading or written sources to obtain the message or idea you want expressed by the author to the reader. In addition, according to some experts, we can conclude that reading comprehension is the process of interpreting the meaning of a text to gain an understanding of the text as a whole, not to obtain the meaning of individual words or sentences. The result of reading comprehension is a mental representation of the meaning of the text combined with the reader's prior knowledge. Reading comprehension is important because it can help students to find information about the general knowledge or the subject of the school. Reading comprehension is achieved when the readers understand what the writer was trying to explain.

**b. Levels of Reading Comprehension**

Arthur Heilman mentions three levels of reading comprehension, they are literal comprehension, inferential comprehension, and critical comprehension.<sup>20</sup>

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<sup>20</sup> Arthur W. Heilman, et al., *Principles and Practices of Teaching Reading Fifth Edition*, p. 246

### 1) Literal comprehension

Literal comprehension is information that is explicitly stated in the text. At the basic level, the reader must be able to understand the meaning of the word before understanding the text carefully, then the reader must relate the grammatical theory to the main idea expressed in the text. In the final stage of information comprehension, the reader must organize everything that is presented in the passage.

### 2) Inferential comprehension

Inferential understanding is the process of how the reader gets the implicit ideas in the text. Readers need the ability to detect the mood of the material such as the writing tone, intent and attitude of the author, to make generalizations, to see relationships, and to draw conclusions at the end of the story. Readers should think more deeply when applying this level of understanding.

### 3) Critical comprehension

Critical comprehension is a higher level of thinking while reading. The reader should actively respond to the information provided by the author. Readers must be able to analyze

information and connect it to prior knowledge. Then the reader evaluates the value of the information received and returns his personal judgment to the author.<sup>21</sup>

### **c. Indicators of Reading Comprehension**

Reading Comprehension is a complex process that need concentration, skill, and comprehend. Jeremy Harmer stated there are some reading skills which affected by purposes in reading, they are as follows:

#### 1) Identifying the topic

Good readers can find topics of written text quickly. With the help of their own schema, the reader can quickly figure out what is being talked about. This capability allows readers to process text smoothly and effectively for further analysis.

#### 2) Predicting and guessing

Readers sometimes make assumptions in order to understand what is written, especially when they have already decided on the subject. Sometimes they look ahead and try to predict what will happen; Sometimes they only guess or guess at a cursory glance or half-read.

#### 3) Reading for general understanding

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<sup>21</sup> Arthur W. Heilman, et al., *Principles and Practices...*, p. 246

That is, it does not stop at every word, does not analyze everything that the author wrote in the text. A term commonly used in discussions about reading is skimming (meaning skimming the text to get a glimpse of the gist of the text). In core reading, readers have made the choice not to pay attention to every detail, but to use processing power to get more of a top-down view of what they're doing. Core reading is also known as skimming.

4) Reading for specific information

In discussions about reading, this skill is often referred to as scanning. In contrast to gist reading, we read because we want specific details. In this case, we almost ignore all other information until we arrive at the specific item we are looking for.

5) Reading for detailed information

Sometimes, we read with the aim of understanding the text we read as a whole and in detail. We read in concentrated way to everything that is written.

6) Interpreting text

The reader can look beyond the literal meaning of the words in the passage, using

various clues to understand what the author meant or suggested. Readers get more out of reading texts than words simply because, as active participants, readers use schemata along with their knowledge of the world to expand the picture that has been presented to them.<sup>22</sup>

### 3. Descriptive Text

Descriptive text is a kind of text used by author or speaker to describe thing, person, animal, place, and event in particular to the readers or hearers.<sup>23</sup> Descriptive text is a clear description of a person, place, thing or event, using appropriate details. Effects descriptions should be sufficiently detailed and varied to convey the importance of the topic being described. The details used are usually sensory in nature and are chosen to reflect what the author see, hear, feel, touche, and taste.<sup>24</sup>

The descriptive text have several structures or stages, that is Identification and description. Identification means

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*, p. 201-202

<sup>23</sup> Pratiwi, "Using Graphic Organizer...", p. 23

<sup>24</sup> Puri Eka Yoandita, "An Analysis of Students' Ability and Difficulties in Wrting Descriptive Text", *Jurnal JOEPALLT*, (Vol. 7, No. 1, tahun 2019), p. 2

recognizing and introducing certain parts such as people, objects, places, animals and other parts. Descriptions are made to describe participants based on their characteristics, appearance, identity, qualities and habits.<sup>25</sup> Apart from the schematic structure, descriptive text also has its own linguistic characteristics. The linguistic features of descriptive text are the use of specific participants, certain signs written in the present tense, the use of connecting verbs, the use of adjectives, and the use of relational and material processes.

Descriptive text has many characteristics, they are:

- 1) Descriptive text displays a description of the item or subsection in more detail. This means that the writer must be able to present the object in detail and in several parts.
- 2) Descriptive text is sensitive and stimulates the imagination of the reader. This means that the reader has a feeling for the object being described and can feel it imaginatively.
- 3) Descriptive text has an attractive style and inspiring word choice. This means that choosing diction when writing descriptive text can arouse

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<sup>25</sup> Pratiwi, "Using Graphic Organizer...", p. 24

the reader's feelings after reading the descriptive text.

- 4) Most descriptive text generally refers to things you can hear, see, and feel. The basic objects of descriptive text are objects, nature, colors, and people.
- 5) The procedure for conveying descriptive text through spatial planning. What is meant by a composition that represents a place, location, and etc.<sup>26</sup>

This study chose to use descriptive text with a theme of describing people. The following is a descriptive text that used in this research:

*Best Brother In The World*

*Let me tell you about my older brother, his name is Wahyu Riskianto. My older brother and I have a couple of things in common. Both of us have straight hair. My brother and I also have the same a bit round shaped faces, thin eyebrows, and black eyes. With all those similarities*

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<sup>26</sup> Yossi Idris, et al, "Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Bahasa dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang", *Jurnal Bahasa Sastra dan Pembelajaran*, (Vol. 2, No. 3, Oktober 2014), p. 17-19

*plus the fact that we are just 4 years different, no wonder if many people think that we are twins.*

*My brother is an introvert person. He doesn't talk too much to any person who isn't close enough to him. He spends most of his time to learn and train his skill in his hobby. He loves painting and drawing picture. Usually, he draws caricatures or beautiful views. I like his art works. They are pretty colorful and attractive.*

*My brother is a patient and kind person, especially to me. He always helps me when I have a problem. He is also a quite smart person. So, when I find some troubles with my school tasks, like mathematics or science, I always ask for his help. We also like to spend the time together by playing game. In short, he is the best brother in the world to me.<sup>27</sup>*

***Taken from Modul Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Untuk Jenjang SMP: Modul Pelajaran Bahasa Inggris***

The descriptive text above discusses a younger brother who tells about an older brother who is loved very much.

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<sup>27</sup> Dwi Nartini dan Aridyah Niken Harjanti, *Modul Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Untuk Jenjang SMP: Modul Pelajaran Bahasa Inggris*, (Jakarta: Kemendikbud RI, 2020), p. 11



In this text, the writer describes his older brother, starting from his physique, personality, hobbies, and the reasons why the writer loves his older brother so much. The reason the text was chosen in this study was because the words used in the text were simple and easy to understand for junior high school students. In addition, usually for junior high school level learning still uses short descriptive texts and uses simple language.

#### **4. The Influence of Gender on Reading Comprehension Skill**

Gender could have a prevailing effect on learning in general because gender gap is shown up in many aspects of learning: interest, attitude, needs, beliefs, and motivation. Learning is affected by many learners' differences (learning strategies, learning style, self concept, and beliefs) and all of these factors could be as source of variation if studied under the effect of the gender variable for the learning strategies, all researchers agree that learning strategies represent an important element that could differentiate the successful learner from the unsuccessful one.<sup>28</sup>

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<sup>28</sup> Ala H. Oda and Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 427

In the second language learning, gender is one of the variables that affect second language learning. The variable gender was the focus of many studies and many researchers examined the variation between males and females in language environment. In general, females are better than males in L1 acquisition and L2 learning, that's part of females' superiority in verbal ability. Motivation variation is found between girls and boys, Meece et al states that girls report show more favorable motivation patterns in language arts and reading.<sup>29</sup> Some researchers see that male's underachievement in language learning is affected by the fact teaching became a feminized profession and a lot of teachers are females.

Apart from that, in other research it was also stated that the inequality of achievement between men and women is caused by the different brain structures of men and women which causes their abilities in the academic field to also differ. Because of this, the term "boys underachievement and girls' superiority" emerged as a result of this inequality.<sup>30</sup> Linda's research results also state that there is a relationship between gender and

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<sup>29</sup> Ala H. Oda and Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 429

<sup>30</sup> Ala H. Oda and Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 426

children's language development, where girls on average speak faster than boys. This shows that girls have a significantly larger vocabulary than boys.<sup>31</sup>

From the descriptions above, it has been stated that gender is one of the factors that influences student learning achievement, especially in studying a second language (English). In learning English, one of the skills that students must master is reading. From several previous studies, gender has an influence on the ability to understand English texts. According to findings from Ali Agus who researched the results of the English Semester Examination for students in the second semester of the management study program, he found that the average score of female students was higher than the score of male students.<sup>32</sup>

Based on findings in several previous journals, this researcher wants to further prove whether there is indeed a significant influence caused by gender on the reading comprehension abilities of junior high school students, especially in understanding descriptive text..

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<sup>31</sup> Syarif Fajaruddin, et al., "Mungkinkah Gender Mempengaruhi ...", p. 128

<sup>32</sup> Ali Agus, "Analisa Pengaruh Perbedaan Gender ...", p. 105

### C. Research Hypothesis

Hypothesis is a logically predicted relationship between two or more variables that expressed in the form of statements that can be tested. Hypothesis is a temporary answer to the question of the research question. In a research, hypothesis contains a statement regarding the relationship or influence, either positive or negative between two or more variables that are in accordance with existing theories or based on previous research.<sup>33</sup>

Based on the theory above and based on the result of other research, it can be concluded that hypothesis of this research is:

**H<sub>a</sub>** = There is a significant effect of Gender on Students' Reading Comprehension Skill in Understanding Descriptive Text Material.

**H<sub>0</sub>** = There is no significant effect of Gender on Students' Reading Comprehension Skill in Understanding Descriptive Text Material.

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<sup>33</sup> Juliansyah Noor, *Metodologi Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah*, (Jakarta: Kencana Prenadamedia Group, 2011), p. 83.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research methods are procedures and scientific principles for a series of research implementation activities pursued or used by the scientific researchers, in connection with the research they carry out with measurable and systematic steps of proof. This research is included in quantitative research. Quantitative research focuses on objective phenomena and it's examined quantitatively. Quantitative methods are research methods that are based on the philosophy of positivism and are used to study certain populations or samples, usually chosen randomly, data collected using research tools is analyzed statistically to test the hypotheses created.<sup>34</sup> Research that uses quantitative methods is a method that relies on numerical data analysis which is then processed using statistical methods. By using quantitative methods it will be easier to get the significance of the relationship between the variables studied.

In this study, the type of quantitative design that used is ex-post facto. The ex-post facto is a quantitative research design

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<sup>34</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p. 8

which shows that the independent variable has occurred. Ex-post facto research examines cause-and-effect relationship that cannot be manipulated or treated.<sup>35</sup> In this research, ex-post facto is suitable to be used because the independent variable is a variable that cannot be manipulated and is innate from birth. Because the independent variable is a variable that cannot be manipulated, therefore treatment cannot be carried out on the dependent variable. To determine the cause and effect relationship between variables X and Y, it is necessary to ensure that variable X occurred earlier than variable Y and that there are no other factors that influence variable Y.

## **B. Research Setting**

This research is conducted at SMP Negeri 35 Semarang which is located on Jalan R. Soebagyono, Bubakan Village, Mijen District, Semarang City. This school was chosen as the research location because the author had teaching internship at that school. In addition, SMP Negeri 35 Semarang is considered suitable for this research because each class in this school has an equal number of students, making it easier to collect data. This research is conducted on students of 8<sup>th</sup> grade SMP Negeri 35 Semarang.

## **C. Population and Sample**

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<sup>35</sup> Baso Intang Sappaile, "Konsep Penelitian Ex-Post Facto", *Jurnal Pendidikan Matematika*, (Vol. 1, No. 2, tahun 2010), p. 2

## 1. Population

Population is a general area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and conclusions drawn.<sup>36</sup> In research, population is used to mention all elements or members of an area that is the target of research.<sup>37</sup> Population does not only refer to people, but can be objects or things. The population is not just the amount that exists in the object/subject under study, but includes all the characteristics possessed by the object/subject under study.<sup>38</sup> In this study, the population that selected is 8<sup>th</sup> grade students of SMP Negeri 35 Semarang. This is because students at the 8<sup>th</sup> grade have received descriptive text material at the seven grade so they already have knowledge about descriptive text.

## 2. Sample

The sample is part of the number and characteristics possessed by the population.<sup>39</sup> The sample is used to represent a population, if the population is considered too large to be studied. The sampling technique is the

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<sup>36</sup> Sugiyono, *Metode Penelitian Kuantitatif* ..., p. 80

<sup>37</sup> Juliansyah Noor, *Metodologi Penelitian* ..., p. 154.

<sup>38</sup> Sugiyono, *Metode Penelitian Kuantitatif* ..., p. 80

<sup>39</sup> Sugiyono, *Metode Penelitian Kuantitatif* ..., p. 81

process of selecting a sufficient number of members of the population so that examining the sample and understanding its properties or characteristics makes it easier to generalize these characteristics to members of the population. The sampling technique that used in this study is purposive sampling, namely sampling based on certain criteria and considerations so that it is feasible to be used as a sample.<sup>40</sup> The sample to be used in this study were 30 students consisting of 15 male students and 15 female students from one of 8B<sup>th</sup> grade. The reason for choosing 8<sup>th</sup> grade in this study was because 8<sup>th</sup> grade had studied descriptive text material when 7<sup>th</sup> grade so they were eligible. To be the sample in this study.

#### **D. Variable and Indicator**

##### **1. The Independent Variable (X)**

The Independent Variable is a variable that influences or causes a change or emergence of the dependent variable.<sup>41</sup> These variables are often referred to as stimulus, predictor, or antecedent variables. In this study, the independent variable is gender. Because gender is the cause of differences in students' reading abilities.

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<sup>40</sup> Juliansyah Noor, *Metodologi Penelitian ...*, p. 155.

<sup>41</sup> Juliansyah Noor, *Metodologi Penelitian ...*, p. 48



## 2. The Dependent Variable (Y)

The dependent variable is the main factor that wants to be explained or predicted and it's influenced by several other factors.<sup>42</sup> This variable is often referred to as the output, criterion, or consequence variable. In other words, the dependence variable is a variable that discussed in depth in this study. Therefore, the dependence variable in this study is students' reading comprehension skill in understanding descriptive text material, because Reading Comprehension Skill is influenced by gender. To measured that students are really understand the material while reading the text, the researcher giving the indicators are as follows:

- a. Identifying the topic; the readers are able to take the topic of written text.
- b. Predicting and guessing; the readers are able to guess to understand the contents of the text.
- c. Reading for general understanding; the readers are able to do skimming (read quickly to get a general idea of the text).
- d. Reading for spesific information; the readers are able to do scanning (reading rapidly in order to find spesific facts).

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<sup>42</sup> Juliansyah Noor, *Metodologi Penelitian ...*, p. 49

- e. Reading for detailed information; the readers are able to concentrate deeply on the whole text while reading for detailed information.
- f. Interpreting text; the readers able to interpret beyond the actual meaning of the text.<sup>43</sup>

## **E. Research Instrument**

The Instrument that used was a Reading comprehension Test. The reading comprehension test used in this study uses descriptive text material. Descriptive text and questions were taken from an English language learning module for 8th grade students at SMP/MTs/equivalent level which the author then developed further to make it relevant to this study. As for the secondary data used in this study are from books, journals, and documentation taken during the research.

### **1. Test**

The main data used in this study is in the form of a test. The test, as a data collection tool, is a series of questions or exercises that measure the abilities, knowledge, intelligence, abilities, or talents of a person or group. The test is a psychological research method that is used to obtain information about various aspects of a person's behavior and

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<sup>43</sup> Jeremy Harmer, *The Practice of...*, p. 201-2024

inner life by using measurements that produce a quantitative description of the aspects studied.<sup>44</sup>

Reading comprehension test is a test that given to research subjects which contains a list of questions related to descriptive text in order to measure and find out students' understanding when reading descriptive text material. The test consists of 15 questions, therefore each correct answer item is given a value of 6.67 while for an incorrect answer a value of 0. The type of questions that used is a short essay. The indicators of reading comprehension test were taken from Jeremy Harmer theory.<sup>45</sup> The indicators are:

*Table 3. 1*

**Reading Comprehension Test Indicators**

No.	Aspects	Items	Total
1.	Identifying the topic	1	1 item
2.	Predicting and guessing	5, 13	2 items
3.	Reading for general understanding	3	1 item

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<sup>44</sup> Adam Malik, *Pengantar Statistika Pendidikan* (Yogyakarta: Deepublish, 2018) , p. 79

<sup>45</sup> Jeremy Harmer, *The Practice of...*, p. 201-202

4.	Reading for spesific information	4, 6, 7, 8, 10, 11, 12, 15	8 items
5.	Reading for detailed information	2, 9	2 items
6.	Interpreting text	14	1 item
Total			15 tems

**Taken from Jeremy Harmer**

## 2. Validity and Reliability Test

Validity and reliability tests are important to do in a study. These two things aim to test whether the instrument that we will use in a study is a valid and consistent instrument to use. By using valid and reliable instruments in data collection, it is hoped that the research results will be valid and reliable as well.<sup>46</sup>

### a) Validity Test

To test the validity and suitability of the research instruments that have been made, it is necessary to test the validity and reliability of the instruments. Validity test needs to be done to find out how valid the research instrument that we have made. An instrument can be said

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<sup>46</sup> Sugiyono, *Metode Penelitian Pendidikan, ...* , p. 207

to be valid if the questions in the instrument can reveal something that is measured by the instrument. A valid instrument can provide an overview of the data correctly in accordance with reality or actual circumstances.

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Dimana :

r = Pearson r correlation coefficient

N = jumlah sampel

Because in this study the data collection technique used a test, the validity of the research instrument must meet the construct validity and content validity. Construct validity is a validity test carried out by consulting research instruments with experts (judgment experts). In this case, after the instrument has been constructed about the aspects to be measured based on a certain theory, experts are then consulted. Content validity is carried out by comparing the contents of the instrument with the subject matter that has been taught. After the instrument was consulted with experts, it was then tested and analyzed using item analysis or different tests. Validity test usually uses the Pearson product moment correlation formula. The pearson product moment correlation formula which is denoted by 'r' can be written as follows:

There are two criteria to determine validity of test items, they are as follow:

- If  $r_{value} > r_{table}$  at the level significance of 5%, it means that the instrument is valid.
- If  $r_{value} < r_{table}$  at the level significance of 5%, it means that the instrument is not valid.

b) Reliability Test

According to Sugiono (2005), reliability is a series of measurements or a series of measuring instruments that have consistency if the measurements are made with the measuring instrument is carried out repeatedly. According to Sukadji (2000), test reliability is how much the degree of the test consistently measures the target being measured. Reliability is expressed in numerical form, usually as a coefficient. High coefficient means high reliability. While the reliability test is used to test data that is reliable and consistent when used repeatedly. For the reliability test, the

formula used is usually the Alpha Cronbach formula as follows:

The instrument is considered reliable or not reliable:

- If alpha cronbach  $> r_{\text{table}}$  at the level significance of

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Keterangan :

$r_{11}$  : reliabilitas instrumen

$k$  : banyaknya butir pernyataan

$\sum \sigma_b^2$  : jumlah varians butir

$\sigma_t^2$  : varians total

5%, it means the instrument is reliable.

- If alpha cronbach  $< r_{\text{table}}$  at the level significance of 5%, it means the instrument is not reliable.

## F. Data Collection

1. First of all, before acquiring the testing proper, the researcher made a request letter to the headmaster of SMP N 35 Semarang.
2. Upon approval, the researcher asked permission from the 8th grade subject teacher to borrow class hours to conduct research.
3. Then the researchers distributed research instruments in the form of tests to 8<sup>th</sup> grade students offline.

4. After all students answered all the questions on the research instrument, the researcher conducted an analysis using the T-test analysis to get the final conclusion

## G. Data Analysis

### 1. Requirements Test

#### a. Normality Test

The normality test serves to determine whether the data is normally distributed or not. The normality test used in this study is the Shapiro Wilk normality test. The following is *Shapiro Wilk's* formula:

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Note:

D :  $\sum_{i=1}^n (xi - \bar{x})^2$

$a_i$  : Saphiro Wilk coefficient test

$X_{n-i+1}$  : Number n-i+1 in the data

$X_i$  : The i number in the data

The following hypothesis is used for the normality test:

- If the significance value is  $> 0.05$ , the data is normally distributed.



- If the significance value is  $< 0.05$ , the data is not normally distributed

b. Homogeneity Test

Homogeneity test is a prerequisite test in statistical analysis to prove whether two or more sample data groups come from populations with the same variance or not. Homogeneity testing is carried out to provide confidence that the group of data manipulated in a series of analyzes comes from populations that have homogeneous variances.<sup>47</sup>

The homogeneity test carried out in this study was the *Lavene* method and used the SPSS version 22. The following is a guideline for making decisions on homogeneity tests.:

- If the significance value is  $> 0.05$ , the two data groups are declared homogeneous
- If the significance value is  $< 0.05$ , the two data groups are not homogeneous.<sup>48</sup>

## 2. Hypothesis Test

a. T-test Analysis

In quantitative research, data analysis is an activity carried out after collecting data from

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<sup>47</sup> I Wayan Widana dan Putu Lia Muliani, *Uji Persyaratan Analisis*, (Lumajang: Klik Media, 2020), p. 29

<sup>48</sup> I Wayan Widana dan Putu Lia Muliani, *Uji Persyaratan....*, p. 46

all respondents or data sources. The hypothesis testing technique used in this study is the T Test. The T-test is a statistical method used to test whether there is a significant difference between two groups or populations. The T-test assumes that the data tested has a normal distribution and has the same variance.<sup>49</sup>

In this study the T-test was used to test whether there was a significant difference between the reading comprehension test results of male and female students. This will answer the research question which questions the effect of gender (variable X) on students' reading ability (variable Y). The following are guidelines for making decisions from the T-test:

- If the significance value of the T test  $>$  0.05 then  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no influence between the independent variables on the dependent variable.

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<sup>49</sup> Artificial Intelligence, “Uji T-Test”, Informatika Universitas Ciputra, dikases pada 8 Agustus, <https://informatika.uc.ac.id/2022/12/uji-t-test/#:~:text=Uji%20T%20test%20adalah%20metode,dan%20memiliki%20varian%20yang%20sama>.

- If the significance value of the T test  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is influence between the independent variables and the dependent variable.<sup>50</sup>

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<sup>50</sup> Meiryani, “Memahami Uji T dalam Regresi Linear”, <https://accounting.binus.ac.id/2021/08/12/memahami-uji-t-dalam-regresi-linear/>, diakses 8 Agustus 2023.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Research Finding**

This chapter consist of two phases of analysis, they are instrumental analysis and hypotetical analysis.

**1. Instrumental Analysis**

**a. Validity Test**

The research validity test was carried out by calculating the correlation between the  $r_{\text{value}}$  of each participant's response and the value of the  $r_{\text{table}}$ . Following are the results of the instrument validity test:

*Table 4. 1*

**Validity Test of Reading Comprehension Test**

<b>Butir Soal</b>	<b>Validitas</b>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Valid

Based on the table above, it can be seen that all the questions used in the research instrument are valid because all the  $r_{\text{value}}$  of the questions is bigger than

$r_{table}$  at the level significance 5% or 0,05. That means the instrument is valid and suitable for use. For more complete calculation, can be seen in *appendix 4*. That means the instrument is valid and suitable for use.

**b. Reliability Test**

Reliability tests are carried out if the research instrument passes the validity test. The reliability test shows consistency that the instrument is said to be reliable if Cronbach's alpha is greater than  $R_{tsble}$  with a significance level of 5%. And the instrument is said to be unreliable if Cronbach's alpha is smaller than  $r_{table}$  with a significance level of 5%. Following are the results of the reliability test for each variable:

*Table 4. 2*

**Reliability Test of Reading Comprehension Test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,838	15

The computation showed that the coefficient reliability of reading comprehension test was 0,838 >

0,05. Because the Cronbach alpha value obtained is greater than the 5% significance level, It could be concluded that the instrument o reading comprehension test was reliable and consistent as well.

## 2. Hypotetical Analysis

In this section, the results of data analysis will be described which will answer the research question. The results of the data analysis were obtained from two sample data, namely male and female students, each of which consisted of 15 people. The following is the data on student test results.

*Table 4. 3*

### Results of Students' Achievement in Reading Comprehension Test

No. (M)	Answers		Total	No. (F)	Answers		Total
	Correct	Incorrect			Correct	Incorrect	
1.	10	5	67	1.	13	2	87
2.	10	5	67	2.	14	1	93
3.	12	3	80	3.	15	0	100
4.	6	9	40	4.	13	2	87
5.	3	12	20	5.	13	2	87
6.	10	5	67	6.	10	5	67

7.	9	6	60	7.	9	6	60
8.	2	13	13	8.	7	8	47
9.	7	8	47	9.	11	4	73
10.	5	10	33	10.	10	5	67
11.	1	14	7	11.	4	11	27
12.	11	4	73	12.	4	11	27
13.	8	7	53	13.	10	5	67
14.	8	7	53	14.	11	4	73
15.	5	10	33	15.	7	8	47
Total			713	Total			1009
Rata-rata			47,5	Rata-rata			67,2

From the table above it can be seen that the average test result for male students is 47.5 with the highest score being 80 and the lowest score being 7. Meanwhile, the average test result for female students is 67.2 with the highest score being 100 and the lowest score being 27. From the average scores and results above, it can be concluded that female students' reading ability is higher than male students. and there is still a large gap in scores between male and female students.

The next step is to carry out the normality test and homogeneity test as a condition for being able to carry out the T-test.

**a. Normality Test**

Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.



hasil reading	perempuan	,162	15	,200*	,934	15	,315
Comprehensi on	laki-laki	,139	15	,200*	,947	15	,482

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Normality Test functions to test whether the data is normally distributed or not. The normality test needs to be carried out as one of the requirements for the T-test. The normality test in this study used the *Shapiro Wilk* method. The *Shapiro Wilk* method was used because the number of data was less than 50. The data used for the normality test were taken from the reading comprehension test results of 8B<sup>th</sup> grade students of SMPN 35 Semarang academic year 2023/2024.

The following is the result of the calculation of the *Shapiro Wilk's* normality test using the SPSS version 22 application:

Table 4. 4

**Tests of Normality**

Based on the results of the normality test above, it is known that the significance value of

*Shapiro Wilk* for female students is  $0.315 > 0.05$  and for male students is  $0.482 > 0.05$ . This means that the data for male and female students is normally distributed. If data has been declared to be normally distributed, then the data passes as a requirement for the T-test analysis. For more complete calculations can be seen in the *appendix 6*.

**b. Homogeneity test**

After it is known that both data are normally distributed, the next step is to do a homogeneity test. Homogeneity test serves to test the sample used is a homogeneous sample or not. The homogeneity test in this study used the *Lavene* method using the SPSS version 22 application. The following are the results of the Lavene Homogeneity test:

*Table 4. 5*

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Reading C	Based on Mean	,092	1	28	,764
	Based on Median	,046	1	28	,832
	Based on Median and with adjusted df	,046	1	27,994	,832
	Based on trimmed mean	,084	1	28	,773

From the table above it can be seen that in the "Based on Mean" section the significance value is 0.764 which is greater than 0.05. Based on the hypothesis of homogeneity test which was mentioned before, if the significance value is bigger than 0,05, the two data groups are declared homogeneous. So, it can be concluded that the sample used in this study is a homogeneous sample. For a more complete calculation can be seen in the *appendix 7*.

### c. T-test Analysis

After carrying out the normality and homogeneity tests, the final step for testing the hypothesis is the T-Test. The T-test used for this

study is the independent sample T-test which functions to determine the difference in the mean of two unpaired samples.

The following are the results of the T-test using the SPSS application:

*Table 4. 6*

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower

hasil reading Comprehension	Equal varian ces assum ed	,764	- 2,3 99	28	,023	-19,733	8,227	-36,585
	Equal varian ces not assum ed		- 2,3 99	28, 00 0	,023	-19,733	8,227	-36,585

To see the results of the T-test, we only need to look at the "sig (2-tailed)" section in that section. We can see that the results of the T-test are at a significance value of 0.023. Based on the T-test guidelines, if the significance value is smaller than 0,05 then  $H_0$  is rejected and  $H_a$  is accepted. Because the significance value of this data is 0.023 which is smaller than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is an influence between gender as the independent variable and students' reading comprehension skills as the dependent variable.

## B. Discussion of The Research Result

In this section, the researcher would like to discuss the findings of the research. The research question of this research is “Does gender affects students’ reading comprehension skill in understanding descriptive text material?”. According to the research question above, it could be proved that the influence of gender reading comprehension skill in understanding descriptive text material on 8th grade students of SMP Negeri 35 Semarang in the academic year 2023/2024 showed that the level significance of Independent sample T-test is  $0,023 < 0,05$ . Therefore, the hypothesis was accepted. In addition, the data above also shows that the average value obtained by male students is smaller than female students, namely 47,5, while female students are 67,2. It can be concluded that female students’ skill in reading comprehension is higher than males students. And, there is still a large gap in reading comprehension test score between males and female students. These findings also prove that the terms “girls’ superiority and boys underachievement” in the academic field are indeed true.

These results are prove and support the results of previous studies in several journal articles. One of them is as stated in the Journal article by AH Oda and Abdul Karim that researched about “*The Relationship Between Gender and Reading Comprehension at College Level*”. The conclusions obtained from the study showed the result of the analysis of females’ achievement is

higher than males' achievement on total score  $62.5536 > 52.1739$ .<sup>51</sup> And the conclusion that obtained in the journal is 1) gender has some effect on reading comprehension at college level but this effect is not big enough to be statistically significant, 2) females being better than males in critical thinking in reading comprehension it showed that females have developed a good critical thinking because they read a lot than males.<sup>52</sup> This conclusion is directly proportional to the results obtained in this study where the reading comprehension results of female students were superior to those of male students.

In the another journal with the title "*Analisa Persepsi Pengaruh Perbedaan Gender pada Prestasi Belajar Bahasa Inggris Mahasiswa Semester 2 Program Studi Manajemen STIE Tribuana*", It was stated that the results obtained in the study indicated that gender had a significant effect on student learning outcomes in English. This is evidenced by testing the hypothesis which obtained  $\text{sig} = 0.33 < 0.05$  and  $t \text{ count} = 2.191 > t \text{ table} = 1.674$  which means that  $H_a$  is accepted. In addition, after comparing the Semester Final Examination scores between male and female students, it was found that the average score of female students was higher, namely 82.33 with a maximum score of 90.

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<sup>51</sup> Ala H. Oda and Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 437

<sup>52</sup> Ala H. Oda and Mohsen R. Abdul Karim, "The Relationship Between Gender ...", p. 438-439

Meanwhile, the average score of male students was 76.80 with maximum score of 78. In this journal also stated that the different structure of the male and females's brain leads to the different ability to think, to cummunicate, or to solve problem.<sup>53</sup>

From International journal by Seyedjamal Abdorahimzadeh with the title “ Gender Differences and EFL Reading Comprehension: Revisiting Topic Interest and Test Performance”. Oakhill and Petrides reported that boys' comprehension is influenced by the content of what they read, they will show maximum effort in understanding a text if they have an interest in the topic of the text. In contrast, girls' test scores and reading abilities were not influenced by interest in reading. It should be noted that girls more often show persistence in reading than boys; They work well even on texts of little interest. Doolittle and Welch found that females are superior in texts with humanities-oriented topics, while male are superior in science-oriented topics.<sup>54</sup>

From the some journals mentioned above have the same findings as those obtained in this study. So it can be concluded

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<sup>53</sup> Ali Agus, “ Analisa Pengaruh Perbedaan Gender ...”, p. 105

<sup>54</sup> Seyedjamal Abdorahimzadeh, “Gender Differences and EFL Reading Comprehension: Revisiting Topic Interest and Test Performance”, *Elsevier*, (Vol. 42, tahun 2014), p. 72



that the results of this study can be proven theoretically. In addition, the result of And it could be drawn a conclusion that “ there was a significant effect of gender on students’ reading comprehension skill in understanding descriptive text”.

Even though gender is proven to have an influence on students' reading comprehension ability, it is undeniable that there are many other factors that can also influence this. From this study it can be seen that the average score of students is still relatively low with an average score of male students of 47.5 with the lowest score of 7 and the average score of female students is 67.2 with the lowest score of 27. And the achievement gap between male and female students are relative large, So it can be believed that Gender is not the only factor that can affect students' reading comprehension skill. The cause of differences in students' reading comprehension abilities based on gender is because the brain structure of men and women is different which causes their ability to understand a text is also different. Apart from that, the difference in reading interest between male and female students is also the cause of differences in their reading comprehension abilities.

### **C. Streght and Limitation**

This research was conducted at SMP Negeri 35 Semarang in academic year 2022/2023, focusing on the population of 8<sup>th</sup> grade students. This research can be declared

valid because it meets the sample size that was planned from the start. Apart from that, the findings from the research are directly proportional to the findings from several other journals which also raise the theme of gender on student achievement or student academic ability.

However, the researcher realized this research was still far from perfect and has many shortcomings. This research was conducted at SMP Negeri 35 Semarang in academic year 2022/2023, focusing on the population of 8<sup>th</sup> grade students. Because this research only tests the influence of gender on reading ability, the results of this research cannot yet be implemented optimally. Therefore in the future, further research needs to be carried out to find out the right strategy to overcome the problem of inequality in reading abilities between male and female students.

#### **D. Implication of Study**

##### 1. For the teacher

This study can support teachers to be able to better understand the cognitive abilities of male and female students especially in reading skill. This can make it easier for teachers to apply the right method in teaching descriptive text to male and female students. By using appropriate teaching methods, it is hoped that students will more easily understand descriptive texts and can improve their reading comprehension skills. And also

can reduce the big gap between male and female students in reading ability.

2. For the students

This study can provide additional knowledge for students and motivate students to be more interested in learning English. One of the skills that must be mastered when learning English is reading skill. and one of the text genres that often appears in the English curriculum is descriptive text. This research helps students to find the right method of learning to read descriptive text according to their gender. And also, to be able to improve their English skill as a foreign language.

3. The Researcher

This study can improve the researchers' skill and knowledge in English teaching and the researcher gets many experience to prepare in the future as an English teacher. By doing this research, hopefully it will be useful in the future.

4. The Other Researcher

By doing this research, the researcher gets new experiences and new knowledge about this research. The researcher expects that this research can be reference to other researcher to do the next researcher in the future.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After the researcher conducted research and data analysis aimed at obtaining conclusions in the research entitled “Influence of Gender on Students’ Reading Comprehension Skill In Understanding Descriptive Text”, it could be concluded:

1. The influence of gender on reading comprehension skill was 0,023. It was accepted because level significance of T-test  $0,023 < 0,05$  that means gender has an effect of students’ reading comprehension skill and the Hypotesis was accepted. The results of students’ reading comprehension test also showed that the average scores of male and female students were different, in which the average male student was smaller than female students, that is  $4.75 < 6.72$ . It can be concluded that female students’ skill in reading comprehension is higher than males students.
2. The cause of differences in students' reading comprehension abilities based on gender is because the brain structure of men and women is different which causes their ability to understand a text is also different. Apart from that, the difference in reading interest between male and female

students is also the cause of differences in their reading comprehension abilities.

Based on the results of the study above, it can be conclude that gender has a significant influence on students' reading comprehension skill in understanding descriptive text material. The results of this study also at the same time have proven and supported several theories in previous studies which showed results that were directly proportional to this research. The novelty that differentiates this research from previous research, that is starting from the subject, location and methods. The subjects of this research were students at SMP Negeri 35 Semarang and the location of this research was also at SMP Negeri 35 Semarang, where no one had ever conducted research on this theme using the subject and location at that SMP. Apart from that, the method that I used is different, that is using a quantitative approach with ex post facto design.

## **B. Suggestion**

After the discussion of the theme of this thesis, the researcher realizes that this research is far from perfect, but the researcher hopes that this thesis will be useful for many people. After completing this research, the researcher conveyed some suggestions as follows:

1. For students

Students are expected to be even more active in improving their English skills, especially in reading. One of the ways is that they can practice by read an English text according to their favorite genre from this habit it is expected that students' ability to understand English text will increase.

2. For teacher

Teachers are expected to be able to understand the characteristics of each student, especially the characteristics of male and female students. In that way, it is hoped that teachers can design appropriate lesson plan for students.

3. For other researcher

For the continuation of this research, it is hoped that used by other researchers from different aspects, such as finding out more about factors that can effect students' reading comprehension skill.

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## APPENDIX

### *Appendix 1*

#### **List of Respondents**

No.	Name of Students	Gender
1.	Adnan Yusuf Choesar	L
2.	Ahmad Nukman Fahri	L
3.	Aisyah Andriani Cahyani Putri	P
4.	Aji Setiawan	L
5.	Alida Diah Kusumaningrum	P
6.	Arsita Meira	P
7.	Assyifa Zista Arkaylla	P
8.	Ayumi Kirana Larasati	P
9.	Azka Dwi Ranendra	L
10.	Beryl Arvand Satya Purwanto	L
11.	Briyan Ibra Movic Alifta	L
12.	Farrel Endra Sava Nirvano	L
13.	Firdaus putra Ardiyanto	L
14.	Haidar Nurrahman Supadmo	L
15.	Hartawan Indra Jaya	L
16.	Jovita Hanin Az Zahra	P
17.	Keisha Radisti	P
18.	Mafatikh Haqqin Nazili Ash-Sholikhin	L
19.	Nabila Dany Elizza	P
20.	Nabila Oktaviyanti	P
21.	Nisrinaa Agriant Raya	P
22.	Nisya' Alfina Asyarakh	P

23.	Putra Maulana Arif	L
24.	Rafkha Aditya	L
25.	Ransa Aridho Putra	L
26.	Rasya Risqi Ramadhani	L
27.	Siti Aulia Ayu Fadhilah	P
28.	Syifa Indah Pratiwi	P
29.	Wulan Pindho Susanti	P
30.	Yaffa Gusti Narina	P

*Appendix 2*

**LEMBAR INSTRUMEN PENELITIAN**

**Nama :**

**Kelas :**

**No. HP :**

**Bacalah dengan seksama Teks Deskriptif di bawah ini untuk menjawab soal no. 1-15 !**

**Best Brother In The World**

Let me tell you about my older brother, his name is Wahyu Riskianto. My older brother and I have a couple of things in common. Both of us have straight hair. My brother and I also have the same a bit round shaped faces, thin eyebrows, and black eyes. With all those similarities plus the fact that we are just 4 years different, no wonder if many people think that we are twins.

My brother is an introvert person. He doesn't talk too much to any person who isn't close enough to him. He spends most of his time to learn and train his skill in his hobby. He loves painting and drawing picture. Usually, he draws caricatures or beautiful views. I like his art works. They are pretty colorful and attractive.

My brother is a patient and kind person, especially to me. He always helps me when I have a problem. He is also quite smart

person. So, when i find some troubles with my school tasks, like mathematics or science, I always ask for his help. We also like to spend the time together by playing game. In short, he is the best brother in the world to me.

**Jawablah pertanyaan-pertanyaan dibawah ini dengan jujur dan sungguh-sungguh, nilai yang didapatkan dari test ini tidak akan mempengaruhi nilai raport.**

1. What does the text tell us about ?

Answer :

2. Why many people think that the writer and his brother are twins ?

Answer :

3. What the purpose of the text above?

Answer :

4. “We also like to spend the time together by playing game”.

What does the underlined (garis bawah) word refer to?

Answer :

5. What is the name of writer’s older brother?

Answer :

6. What are the similarities between the writer and his brother?

Answer :

7. What are the facial features of the writer's older brother?

Answer :

8. What is the age gap between the writer and his older brother?

Answer :

9. Why does the writer think that his older brother is an introvert person?

Answer :

10. What are the hobbies of writer's older brother?

Answer :

11. What does the writer's older brother usually draw?

Answer :

12. "They are pretty colorful and attractive". What does the underlined word refer to?

Answer :

13. Do you think the writer's older brother is a smart person?

Why?

Answer :

14. Does the writer happy have an older brother like his brother?

Answer :

15. What activities do the writer and his older brother usually do to spend their time together?

Answer :

Taken from *Modul Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Untuk Jenjang SMP: Modul Pelajaran Bahasa Inggris*



*Appendix 3*

**Results of Students' Reading Comprehension Test**

<b>No. (M)</b>	<b>Answers</b>		<b>Total</b>	<b>No. (F)</b>	<b>Answers</b>		<b>Total</b>
	<b>Correct</b>	<b>Incorrect</b>			<b>Correct</b>	<b>Incorrect</b>	
1.	10	5	67	1.	13	2	87
2.	10	5	67	2.	14	1	93
3.	12	3	80	3.	15	0	100
4.	6	9	40	4.	13	2	87
5.	3	12	20	5.	13	2	87
6.	10	5	67	6.	10	5	67
7.	9	6	60	7.	9	6	60
8.	2	13	13	8.	7	8	47
9.	7	8	47	9.	11	4	73
10.	5	10	33	10.	10	5	67
11.	1	14	7	11.	4	11	27
12.	11	4	73	12.	4	11	27
13.	8	7	53	13.	10	5	67
14.	8	7	53	14.	11	4	73
15.	5	10	33	15.	7	8	47

*Appendix 4*

**Results of Validity Test**

**Correlations**

	S1	S2	S3	S4	S5	S6
S7	S8	S9	S10	S11	S12	S13
S14	S15	Jumlah				
<b>S1</b>	<b>Pearson Correlation</b>		<b>1</b>	<b>-,129</b>	<b>,441*</b>	<b>,118</b>
	<b>,118</b>	<b>,071</b>	<b>,255</b>	<b>,056</b>	<b>,512**</b>	<b>1,000**</b>
	<b>,035</b>	<b>,398*</b>	<b>-,056</b>	<b>,017</b>	<b>,488**</b>	
	<b>Sig. (2-tailed)</b>		<b>,498</b>	<b>,015</b>	<b>,535</b>	<b>,535</b>
	<b>,710</b>	<b>,174</b>	<b>,770</b>	<b>,004</b>	<b>,000</b>	<b>,853</b>
	<b>,029</b>	<b>,770</b>	<b>,928</b>	<b>,006</b>		
	<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>			
<b>S2</b>	<b>Pearson Correlation</b>		<b>-,129</b>	<b>1</b>	<b>,193</b>	<b>,129</b>
	<b>,032</b>	<b>,508**</b>	<b>,032</b>	<b>,144</b>	<b>,102</b>	<b>-,129</b>
	<b>,226</b>	<b>,722**</b>	<b>,089</b>	<b>,384*</b>	<b>-,218</b>	<b>,183</b>

	<b>Sig. (2-tailed)</b>	<b>,498</b>		<b>,307</b>	<b>,498</b>	<b>,866</b>
	<b>,004</b>	<b>,866</b>	<b>,447</b>	<b>,591</b>	<b>,498</b>	<b>,334</b>
	<b>,230</b>	<b>,000</b>	<b>,640</b>	<b>,036</b>		
	<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>			
<b>S3</b>	<b>Pearson Correlation</b>		<b>,441*</b>	<b>,193</b>	<b>1</b>	<b>,304</b>
	<b>,304</b>	<b>,562**</b>	<b>,441*</b>	<b>,390*</b>	<b>,906**</b>	<b>,441*</b>
	<b>,247</b>	<b>,398*</b>	<b>,446*</b>	<b>,189</b>	<b>,796**</b>	<b>,484**</b>
	<b>Sig. (2-tailed)</b>	<b>,015</b>	<b>,307</b>		<b>,102</b>	<b>,102</b>
	<b>,001</b>	<b>,015</b>	<b>,033</b>	<b>,000</b>	<b>,015</b>	<b>,007</b>
	<b>,029</b>	<b>,014</b>	<b>,317</b>	<b>,000</b>		<b>,189</b>
	<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>30</b>	<b>30</b>	<b>30</b>			
<b>S4</b>	<b>Pearson Correlation</b>		<b>,118</b>	<b>,129</b>	<b>,304</b>	<b>1</b>
	<b>,441*</b>	<b>,093</b>	<b>,304</b>	<b>,780**</b>	<b>,276</b>	<b>,118</b>
	<b>,599**</b>	<b>,256</b>	<b>,056</b>	<b>,843**</b>	<b>,655**</b>	<b>,147</b>
	<b>Sig. (2-tailed)</b>	<b>,535</b>	<b>,498</b>	<b>,102</b>		<b>,015</b>
	<b>,626</b>	<b>,102</b>	<b>,000</b>	<b>,140</b>	<b>,535</b>	<b>,437</b>
	<b>,172</b>	<b>,770</b>	<b>,000</b>	<b>,000</b>		<b>,000</b>

	N	30	30	30	30	30	30
	30	30	30	30	30	30	30
	30	30	30				
S5	Pearson Correlation	,118	-,032	,304	,441*	1	
	-,234	,118	,279	,276	,118	,147	,811** -
,071	,056	,327	,413*				
	Sig. (2-tailed)	,535	,866	,102	,015		
	,212	,535	,136	,140	,535	,437	,000
	,710	,770	,078	,023			
	N	30	30	30	30	30	30
	30	30	30	30	30	30	30
	30	30	30				
S6	Pearson Correlation	,071	,508**	,562**	,093	-	
,234	1	,398*	,245	,484**	,071	,351	-,031
	,426*	,489**	,045	,552**			
	Sig. (2-tailed)	,710	,004	,001	,626	,212	
	,029	,193	,007	,710	,057	,871	,019
	,006	,812	,002				
	N	30	30	30	30	30	30
	30	30	30	30	30	30	30
	30	30	30				

<b>S7</b>	<b>Pearson Correlation</b>			<b>,255</b>	<b>,032</b>	<b>,441*</b>	<b>,304</b>
		<b>,118</b>	<b>,398*</b>	<b>1</b>	<b>,223</b>	<b>,315</b>	<b>,255</b>
		<b>,247</b>	<b>,071</b>	<b>,279</b>	<b>,189</b>	<b>,532**</b>	<b>,484**</b>
	<b>Sig. (2-tailed)</b>			<b>,174</b>	<b>,866</b>	<b>,015</b>	<b>,102</b>
		<b>,029</b>		<b>,236</b>	<b>,090</b>	<b>,174</b>	<b>,007</b>
		<b>,710</b>	<b>,136</b>	<b>,317</b>	<b>,002</b>		<b>,189</b>
	<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
		<b>30</b>	<b>30</b>				
<b>S8</b>	<b>Pearson Correlation</b>			<b>,056</b>	<b>,144</b>	<b>,390*</b>	<b>,780**</b>
		<b>,279</b>	<b>,245</b>	<b>,223</b>	<b>1</b>	<b>,354</b>	<b>,056</b>
		<b>,443*</b>	<b>,245</b>	<b>,200</b>	<b>,772**</b>	<b>,651**</b>	<b>,189</b>
	<b>Sig. (2-tailed)</b>			<b>,770</b>	<b>,447</b>	<b>,033</b>	<b>,000</b>
		<b>,193</b>	<b>,236</b>		<b>,055</b>	<b>,770</b>	<b>,317</b>
		<b>,193</b>	<b>,289</b>	<b>,000</b>	<b>,000</b>		<b>,014</b>
	<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
		<b>30</b>	<b>30</b>				
<b>S9</b>	<b>Pearson Correlation</b>			<b>,512**</b>	<b>,102</b>	<b>,906**</b>	<b>,276</b>
		<b>,276</b>	<b>,484**</b>	<b>,315</b>	<b>,354</b>	<b>1</b>	<b>,512**</b>
		<b>,224</b>	<b>,484**</b>	<b>,354</b>	<b>,145</b>	<b>,758**</b>	<b>,535**</b>

	<b>Sig. (2-tailed)</b>	,004	,591	,000	,140	,140
		,007	,090	,055	,004	,235
		,007	,055	,443	,000	
	<b>N</b>	30	30	30	30	30
		30	30	30	30	30
		30	30			
<b>S10</b>	<b>Pearson Correlation</b>	1,000**	-,129	,441*	,118	
		,118	,071	,255	,056	,512**
		,035	,398*	-,056	,017	,488**
	<b>Sig. (2-tailed)</b>	,000	,498	,015	,535	,535
		,710	,174	,770	,004	,007
		,029	,770	,928	,006	,853
	<b>N</b>	30	30	30	30	30
		30	30	30	30	30
		30	30			
<b>S11</b>	<b>Pearson Correlation</b>	,484**	-,218	,484**	,147	
		,147	,351	,484**	,189	,535**
		,120	,351	,094	,175	,484**
					,530**	1
	<b>Sig. (2-tailed)</b>	,007	,247	,007	,437	,437
		,057	,007	,317	,002	,007
		,057	,619	,355	,003	,529

	N	30	30	30	30	30	30	
	30	30	30	30	30	30	30	
	30	30	30					
S12	Pearson Correlation		,035	,183	,247	,599**		
	,811**	-,031	,247	,443*	,224	,035	,120	1
	-,031	,126	,488**	,524**				
	Sig. (2-tailed)		,853	,334	,189	,000	,000	
	,871	,189	,014	,235	,853	,529		
	,871	,505	,006	,003				
	N	30	30	30	30	30	30	
	30	30	30	30	30	30	30	
	30	30	30					
S13	Pearson Correlation		,398*	,226	,398*	,256	-	
	,071	,426*	,071	,245	,484**	,398*	,351	-,031
	,196	,347	,571**					1
	Sig. (2-tailed)		,029	,230	,029	,172	,710	
	,019	,710	,193	,007	,029	,057	,871	
	,300	,060	,001					
	N	30	30	30	30	30	30	
	30	30	30	30	30	30	30	
	30	30	30					

S14	Pearson Correlation	-,056	,722**	,446*	,056		
		,056	,489**	,279	,200	,354	-,056
		,126	,196	1	,000	,493**	
	Sig. (2-tailed)	,770	,000	,014	,770	,770	
		,006	,136	,289	,055	,770	,619
		,300		1,000	,006		
	N	30	30	30	30	30	30
		30	30	30	30	30	30
	30	30	30				
S15	Pearson Correlation	,017	,089	,189	,843**		
		,327	,045	,189	,772**	,145	,017
		,488**	,347	,000	1	,560**	
	Sig. (2-tailed)	,928	,640	,317	,000	,078	
		,812	,317	,000	,443	,928	,355
		,060	1,000		,001		
	N	30	30	30	30	30	30
		30	30	30	30	30	30
	30	30	30				
Jumlah Pearson Correlation		,488**	,384*	,796**	,655**		
	,413*	,552**	,532**	,651**	,758**	,488**	,530**
	,524**	,571**	,493**	,560**	1		



<b>Sig. (2-tailed)</b>	<b>,006</b>	<b>,036</b>	<b>,000</b>	<b>,000</b>	<b>,023</b>	
<b>,002</b>	<b>,002</b>	<b>,000</b>	<b>,000</b>	<b>,006</b>	<b>,003</b>	<b>,003</b>
<b>,001</b>	<b>,006</b>	<b>,001</b>				
<b>N</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>30</b>	<b>30</b>	<b>30</b>				

**\* Correlation is significant at the 0.05 level (2-tailed).**

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

*Appendix 5*

**Results of Reliability Test**

**Reliability**

**Case Processing Summary**

		N	%
Cases	Valid	30	100,0
	Excluded <sup>a</sup>	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,838	15

### Item Statistics

	Mean	Std. Deviation	N
S1	5,1137	2,86932	30
S2	4,0020	3,32348	30
S3	5,1137	2,86932	30
S4	1,5563	2,86932	30
S5	1,5563	2,86932	30
S6	4,2243	3,26918	30
S7	5,1137	2,86932	30
S8	2,2233	3,19802	30
S9	5,3360	2,71361	30
S10	5,1137	2,86932	30
S11	6,2253	1,69223	30
S12	1,1117	2,52826	30
S13	4,2243	3,26918	30
S14	4,4467	3,19802	30
S15	2,0010	3,10883	30

Appendix 6

Normality Test

Case Processing Summary

	Gender	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
hasil reading Comprehension	perempua n	15	100,0%	0	0,0%	15	100,0%
	laki-laki	15	100,0%	0	0,0%	15	100,0%

Descriptives

	Gender		Statistic	Std. Error
hasil reading Comprehension	perempu an	Mean	67,27	5,808
		95% Confidence Interval for Mean	Lower Bound	54,81
			Upper Bound	79,72
		5% Trimmed Mean	67,69	
		Median	67,00	
		Variance	506,067	

	Std. Deviation		22,496	
	Minimum		27	
	Maximum		100	
	Range		73	
	Interquartile Range		40	
	Skewness		-,522	,580
	Kurtosis		-,490	1,121
laki-laki	Mean		47,53	5,826
	95% Confidence Interval for Mean	Lower Bound	35,04	
		Upper Bound	60,03	
	5% Trimmed Mean		47,98	
	Median		53,00	
	Variance		509,12	
			4	
	Std. Deviation		22,564	
	Minimum		7	
	Maximum		80	
	Range		73	
	Interquartile Range		34	
	Skewness		-,431	,580
	Kurtosis		-,896	1,121

### Tests of Normality

	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil reading Comprehension	perempuan	,162	15	,200*	,934	15	,315
	laki-laki	,139	15	,200*	,947	15	,482

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

*Appendix 7*

**Homogeneity Test and T-test Analysis**

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
hasil reading Comprehension	laki-laki	15	47,53	22,564	5,826
	perempuan	15	67,27	22,496	5,808

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower
hasil reading Comprehension	Equal variances assumed	,764	-2,399	28	,023	-19,733	8,227	-36,585
	Equal variances not assumed		-2,399	28,000	,023	-19,733	8,227	-36,585



*Appendix 8*





Appendix 9



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 35 SEMARANG**  
Alamat: Kel. Bubakan – Kec. Mijen – Kota Semarang – Telp. 024-76680596

**SURAT KETERANGAN**

**NOMOR : C/420 / 162.1 / VIII / 2023**

Yang bertanda tangan dibawah ini Kepala SMP Negeri 35 Semarang , menerangkan bahwa :

Nama : Nanda Kamalia Putri Khairina  
NIM : 19030446111  
Pendidikan : UIN Walisongo Semarang

Telah selesai melaksanakan penelitian tentang “The Influence of Gender On Student Reading Skill In Understanding Descriptive Text ”di SMP Negeri 35 Semarang.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.



Semarang, 29 Agustus 2023  
Kepala SMPN 35 Semarang

Muslimin, S.Ag

## CURRICULUM VITAE

### A. Self Identity

Name : Nanda Kamalia Putri Khairina  
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### B. Education Background

#### 1. Formal Education

- a. TK Pertiwi Madu Cendono
- b. SD 05 Cendono
- c. MTs NU Miftahul Falah Cendono
- d. MA NU Miftahul Falah Cendono

#### 2. Non Formal Education

- a. TPQ Nurul Ulum Piji
- b. Pondok Pesantren Darul Falah Besongo Tambakaji

Semarang, 6 September 2023

Author,



**Nanda Kamalia Putri Khairina**

