A DESCRIPTIVE STUDY ON THE GENDER-BASED DIFFERENCE OF
THE EIGHTH YEAR STUDENTS’ READING COMPREHENSION
ABILITY AND ACTIVE PARTICIPATION
AT SMPN 3 TANGGUL JEMBER

THESIS

By:
Ade Bachtiar Wirobronto
NIM 060210401267

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2011
A DESCRIPTIVE STUDY ON THE GENDER-BASED DIFFERENCE OF
THE EIGHTH YEAR STUDENTS’ READING COMPREHENSION
ABILITY AND ACTIVE PARTICIPATION
AT SMPN 3 TANGGUL JEMBER

THESIS
composed to fulfill one of the requirements to obtain S-1 Degree
at the English Education Program

By
Ade Bachtiar Wirobronto
NIM 060210401267

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2011
DEDICATION

This thesis is dedicated to:

1. My parents, Ida Artikah (the late) and Syamsul Bahri (the late),
MOTTO

The equality of men and women is a political or moral issue; the essential difference is a scientific one. *)

THESIS

A DESCRIPTIVE STUDY ON THE GENDER-BASED DIFFERENCE OF THE EIGHTH YEAR STUDENTS’ READING COMPREHENSION ABILITY AND ACTIVE PARTICIPATION AT SMPN 3 TANGGUL JEMBER

By
Ade Bachtiar Wirobronto
NIM 060210401267

Consultants

Consultant II  : Drs. Sugeng Ariyanto, M.A.
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

day, date : Wednesday, June 8, 2011
place : The Faculty of Teacher Training and Education.

Examiner team

The Chair Person, The Secretary,

Drs. I Putu Sukmaantara, M.Ed. Drs. Sugeng Ariyanto, M.A.
NIP 196404241990021003 NIP 195904121987021001

The Member I, The Member II,

NIP. 196201101987022001 NIP 195010171985032001

The Faculty of Teacher Training and Education
The Dean,

Drs. Imam Muchtar, S.H., M.Hum.
NIP 195407121980031005
SUMMARY

A Descriptive Study on the Gender-Based Difference of the Eighth Year Students’ Reading Comprehension Ability and Active Participation at SMPN 3 Tanggul Jember; Ade Bachtiar Wirobronto, 060210401267; 2011: 81 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In language learning, male students have lower ability as compared to female students. This occurrence is caused by the left hemisphere of girl’s brain develop more rapidly than that of a boy. This phenomenon also happens in SMPN 3 Tanggul Jember. The result of the reading test that was conducted in the previous semester showed that the eighth year male students at SMPN 3 Tanggul in 2010/2011 academic year had the lower mean score than that of female students. These male students’ poor scores were aggravated by the lack of the male students’ active participation during the teaching and learning process.

This research was intended to seek answer of the difference between the eighth year female students reading ability and the male students’ that requires: understanding the meaning of unfamiliar words found in a text (subskill 1), finding the general information (subskill 2), finding the specific information (subskill 3), recognizing the order of information or events (subskill 4), and understanding the relations between parts of a text through the use of logical connectors (subskill 5). The objective of this research was also to know the difference between the female students’ active participation and the male students’ active participation during the teaching and learning process.

The design of this research was descriptive-quantitative. It used cluster randomized sampling and the total number of the research respondents/sample was 40 students of class VIII D at SMPN 3 Tanggul Jember. It consisted of 21 female students and 19 male students. This sample represents the research population, which
were 239 eighth year students at SMPN 3 Tanggul Jember. The data resources were also the English teacher and the documentation. The data were collected by interview, documentation, observation and reading tests. In analyzing the data, it used t-test formula, and Pa (Percentage of Students’ Active Participation). The data were then presented through the chart.

The results on the analysis showed that there was consistent difference between the female students’ mean score and the male students’ in test 1 (descriptive text), test 2 (recount text), and test 3 (narrative text), and the female students consistently got the higher mean score than male students did. Meanwhile, the results of analysis on the students’ reading test 1 by using t-test showed that the statistical t value was 2.65. It was higher than the table t-value (2.021). So there was a significant difference between the female students’ and the male students’ mean score in test 1. On the contrary, there were no significant differences in test 2 and test 3. The statistical t value in test 2 was 1.58 while in test 3 was 0.57. Both were less than 2.021. In addition, the consistent differences occurs in subskill 4 and subskill 5 of test 1,2 and 3, where the female students’ mean score was higher than that of male students’.

The result of observation 1 indicated that the percentage of male students’ active participation was 21% while the percentage of female students’ was 39.15%. In observation 2, the percentage of male students’ active participation was 28.66% while the female students’ was 42.85%. Then in observation 3, the male students’ active participation was 29.22 % while the female students’ was 43.38 %.

In conclusion, the eighth year female students at SMPN 3 Tanggul were better than the male students in comprehending the texts. Moreover, they were significantly better than the male students in comprehending the descriptive text. The difference mostly occured on two reading subskills, they were recognizing the order of information or events and understanding the relations between parts of a text through the use of logical connectors. In line with this, the female students were also more active than the male students during the teaching and learning process.
ACKNOWLEDGEMENT

Praise be to Allah SWT, the most Gracious and the most Merciful, for the blessing so I can accomplish this thesis entitled “A Descriptive Study on the Gender-Based Difference of the Eighth Year Students’ Reading Comprehension Ability and Active Participation at SMPN 3 Tanggul Jember”.

I would like to express my deepest appreciation and thanks to the following people:
1. The Dean of the Faculty of teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education;
4. My consultants, Dra. Wiwiek Istianah, M.Kes., M.Ed. App Ling., and Drs. Sugeng Ariyanto, M.A. who have given me the feedback and suggestion to write up this thesis;
5. My academic advisor, Dr. Budi Setyono, M.A;
6. The Examination Committee, Dra. Zakiyah Tasnim, M.A., for the academic criticism that improves my thesis;
7. The principal of SMPN 3 Tanggul Jember, Drs. Urifan, who gave me permission to conduct the research;
8. The English teacher of the eighth year students of SMPN 3 Tanggul Jember, Sucipto, S.Pd, who helped me to conduct the research;

However, I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be some criticisms and suggestions from the readers to improve this thesis. Further, I hope that this thesis will be useful for the readers.

Jember, June 2011
Writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATIONS</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>CONSULTANT’S APPROVAL</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL OF EXAMINATION TEAM</td>
<td>v</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF CHARTS</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER 1. INTRODUCTION

1.1 The Background of the Research ............................................ 1
1.2 The Problems of the Research .................................................. 6
1.3 The Operational Definitions of the Terms .................................. 6
  1.3.1 Gender ............................................................................... 6
  1.3.2 Students .......................................................................... 7
  1.3.3 Reading Comprehension Ability ......................................... 7
  1.3.4 Students’ Active Participation ......................................... 8
1.4 The Objectives of the Research .................................................. 8
1.5 The Significances of the Research .............................................. 9
  1.5.1 For the English Teacher .................................................... 9
  1.5.2 For Future Researchers ..................................................... 9
1.6 The Limitation of the Research .................................................. 10

## CHAPTER 2. RELATED LITERATURE REVIEW

2.1 The Gender Difference in Mastering Language ............................... 11
2.2 Reading in English Language Teaching ......................... 14
  2.2.1 Understanding the Meaning of Unfamiliar
       Words Found in a Text ............................................. 16
  2.2.2 Finding Information in the Text............................. 17
  2.2.3 Recognizing the Order of Information or Events .... 18
  2.2.4 Understanding the Relations between Parts of a
       Text through the Use of Logical Connectors ............. 18

2.3 The Genre of the Text .................................................. 19
  2.3.1 Descriptive Text .................................................... 19
  2.3.2 Recount Text ......................................................... 20
  2.3.3 Narrative Text....................................................... 20

2.4 The Gender-Based Difference of the Students’
       Reading Comprehension Ability ............................... 21

2.5 The Students’ Active Participation during the
       Teaching and Learning Process ................................. 24

2.6 The Gender-Based Difference of the Students’ Active
       Participation............................................................ 25

2.7 The Practice of Teaching Reading at SMPN 3
       Tanggul Jember ....................................................... 26

CHAPTER 3. RESEARCH METHOD ............................................. 28
  3.1 Research Design ........................................................ 28
  3.2 Area Determination Method ...................................... 29
  3.3 Respondent Determination Method ............................. 29
  3.4 Data Collection Method .............................................. 31
    3.4.1 Test ................................................................. 31
    3.4.2 Observation ....................................................... 34
    3.4.3 Interview ......................................................... 35
    3.4.4 Documentation .................................................. 35
  3.5 Data Analysis Method ................................................. 35
CHAPTER 4. RESEARCH RESULT AND DISCUSSION .......................... 39
  4.1 The Result of Documentation .......................................... 39
  4.2 The Result of Interview .................................................... 41
  4.3 The Result of Observation ............................................... 44
    4.4.1 The Result of Observation 1 ..................................... 44
    4.4.2 The Result of Observation 2 ..................................... 45
    4.4.3 The Result of Observation 3 ..................................... 46
  4.4 The Result of Tests .......................................................... 46
    4.4.1 The Result of Test 1 ................................................. 47
    4.4.2 The Result of Test 2 ................................................. 51
    4.4.3 The Result of Test 3 ................................................. 56
  4.5 Discussion .......................................................................... 59
    4.5.1 The Description of the Eighth Year Students
           at SMPN 3 Tanggul Jember ........................................ 59
    4.5.2 The Different Scores between Female and Male
           Students’ Reading Tests............................................. 62
    4.5.3 The Different Active Participation between Female
           and Male Students during the Teaching and
           Learning Process........................................................ 71
CHAPTER 5. CONCLUSION AND SUGGESTION ................................. 75
  5.1 Conclusions ....................................................................... 75
  5.2 Suggestions ........................................................................ 76
    5.2.1 The English Teacher..................................................... 76
    5.2.2 The Future Researchers ................................................. 77
REFERENCES ............................................................................. 78
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The Mean Scores of the Eighth Year Students’ Previous Reading Test in SMPN 3 Tanggul Jember Conducted by the English Teacher</td>
<td>4</td>
</tr>
<tr>
<td>1.2</td>
<td>The Comparison of Mean Scores of the Male and Female Students’ Previous Reading Test in SMPN 3 Tanggul Jember Conducted by the English Teacher</td>
<td>5</td>
</tr>
<tr>
<td>3.1</td>
<td>The Total Number of the Population</td>
<td>30</td>
</tr>
<tr>
<td>3.2</td>
<td>The Summary of the Result of ANOVA</td>
<td>31</td>
</tr>
<tr>
<td>3.3</td>
<td>Score Weighting</td>
<td>33</td>
</tr>
<tr>
<td>3.4</td>
<td>Criteria of Students Active Participation</td>
<td>38</td>
</tr>
<tr>
<td>4.1</td>
<td>The Schedule of Conducting the Research</td>
<td>39</td>
</tr>
<tr>
<td>4.2</td>
<td>The Total Number and the Distribution of the Eighth Year Students of SMPN 3 Tanggul Jember in the 2010/2011 Academic Year</td>
<td>40</td>
</tr>
<tr>
<td>4.3</td>
<td>The Summary of the Result of Observation 1</td>
<td>44</td>
</tr>
<tr>
<td>4.4</td>
<td>The Summary of the Result of Observation 2</td>
<td>45</td>
</tr>
<tr>
<td>4.5</td>
<td>The Summary of the Result of Observation 3</td>
<td>46</td>
</tr>
<tr>
<td>4.6</td>
<td>The Scores of the Male and Female Students’ Test 1</td>
<td>48</td>
</tr>
<tr>
<td>4.7</td>
<td>The Scores of the Male and Female Students’ Test 2</td>
<td>52</td>
</tr>
<tr>
<td>4.8</td>
<td>The Scores of the Male and Female Students’ Test 3</td>
<td>56</td>
</tr>
<tr>
<td>4.9</td>
<td>The Significance of Differences of the Female and Male Students’ Mean Scores</td>
<td>69</td>
</tr>
</tbody>
</table>
### LIST OF CHARTS

<table>
<thead>
<tr>
<th>Chart Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The Number and the Distribution of the Eighth Year Students of SMPN 3 Tanggul Jember in the 2010/2011 Academic Year</td>
<td>60</td>
</tr>
<tr>
<td>4.2 The Mean Scores of the Female and Male Students’ Reading Test 1, Test 2 and Test 3</td>
<td>63</td>
</tr>
<tr>
<td>4.3 The Mean Scores of the Female and Male Students’ Reading Subkills of the Test 1</td>
<td>64</td>
</tr>
<tr>
<td>4.4 The Mean Scores of the Female and Male Students’ Reading Subkills of the Test 2</td>
<td>66</td>
</tr>
<tr>
<td>4.5 The Mean Scores of the Female and Male Students’ Reading Subkills of the Test 3</td>
<td>67</td>
</tr>
<tr>
<td>4.6 The students’ active participation in observation 1, observation 2 and observation 3</td>
<td>72</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

A. The Research Matrix ................................................................................... 82
B. The Guidelines of Interview and Documentation ....................................... 83
C. The Result of Interview .............................................................................. 84
D. The Names of the Respondents ................................................................. 85
E. The Syllabus for SMP/MTs ......................................................................... 86
F. The Result of the Previous Reading Test ..................................................... 90
G. The Analysis of the Result of the Previous Reading Test
   by Using ANOVA ....................................................................................... 91
H. The Guidelines of Observation .................................................................. 92
I. The Result of Observation 1 ......................................................................... 95
J. The Result of Observation 2 ......................................................................... 97
K. The Result of Observation 3 ....................................................................... 99
L. Reading Test 1 ............................................................................................. 101
M. Test 1 Guide, Score Weighting and Answer Key ...................................... 105
N. Reading Test 2 ............................................................................................. 106
O. Test 2 Guide and Score Weighting and Answer Key ............................... 110
P. Reading Test 3 ............................................................................................. 111
Q. Test 3 Guide and Score Weighting and Answer Key ............................... 115
R. The Result of Reading Test 1 ..................................................................... 116
S. The Analysis of the Scores of Subskills in Test 1 by Using t-Test ............. 117
T. The Result of Reading Test 2 ..................................................................... 132
U. The Analysis of the Scores of Subskills in Test 2 by Using t-Test ............. 133
V. The Result of Reading Test 3 ..................................................................... 148
W. The Analysis of the Scores of Subskills in Test 3 by Using t-Test ............. 149
X. The Examples of the Students’ Works ....................................................... 164
Y. The Examples of the Students’ Notes ....................................................... 176
Z. Table t Value with Significant 5% and 1% ............................................... 177
AA. The Permission Letter for Conducting Research from
    the Faculty of Teacher Training and Education, Jember University .......... 178
AB. The Statement Letter for Accomplishing the Research
    from SMPN 3 Tanggul............................................................................ 179
AC. Consultations’ Sheets ........................................................................... 180