



**THE EFFECT OF GENDER ON GENRE PREFERENCES AND READING
ACHIEVEMENT TO NINTH GRADE STUDENTS' OF JUNIOR HIGH SCHOOL**

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Abstract

This study aims to identify the effects of gender on genre preferences (*narrative, recount, descriptive, report and procedure*) and reading achievement, and also to analyze the correlation between genre preference and reading achievement. The sample of this study was 30 students of Junior High School 15 Mataram. To gather the data, a closed questionnaire was given to collect students' genre preferences; reading test was given to get students' score in reading; and the open questionnaire was given to collect the factors that affect students' reading interest and achievement. The data were analyzed by using *Regression analysis test*. The result of the analysis indicates that there is significant effect of gender on genre preference. It is evidenced by the result of f-test and t-test, where the value of f_{count} is higher than f_{table} ($4.435 > 3.354$) and the value of t_{count} is higher than t_{table} ($2.106 > 1.699$). Meanwhile, there is no significant effect of gender on students' reading achievement. It is evidenced by the result of f-test and t-test. The value of f_{count} is lower than f_{table} ($0.000 < 3.354$) and the value of the t_{count} is lower than t_{table} ($0.57 < 1.699$). Furthermore, the result of *Partial Correlation* showed that there is no significant correlation between genre preference and reading achievement. It proofed by the result of probability value that higher than significant level ($0.232 > 0.05$) and the result of reading test presents that both genders were fail on genre that they prefer in.

Keywords: Gender, Genre Preference & Reading Achievement

INTRODUCTION

It should be no difference ascends between male and female students. As a teacher, the principle of teaching is to deliver knowledge to students without differencing the students' sex. Teacher tries to give the intention fairly hoping all the students able to understand and achieve the target of material. However in reality, the gap comes up between male and female students in their education live.

Children bring the knowledge that they are differently gendered, along with the need to display their difference in particular ways, into the earliest stage of schooling (Millard, 1997:10). From the early child they introduced to diversify the sex. A girl shows her mother watching a fashion show or reading a female magazine, while a boy concerns on watching his father doing a mechanic at the garage or following the father do sport activities.

I have been teaching at Junior High School of 15 Mataram for about six years, through this

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experience I found there are differences between genders on the achievements in learning English language. Focus on reading skill, there are many findings that showed the girls have superiority in reading attitude and reading ability than the boys. It showed based on the score of their reading test. In the Junior High School, reading was taught by applying genre-based approach (GBA). The theory was derived from Systematic functional linguistic (SFL) which developed by M.A.K Halliday. This theory is an attraction of how people use the language with the other in daily life (Eggins, 2004). Genre Based Approach was already applied in Australia and Thailand, and in Indonesia, it becomes the main approach for teaching English. Payaprom (2012) explained that GBA is very suitable for English classroom. He stated that:

The role of this theory is its possibility in explaining and predicting the way in which language is used to get things done and to achieve a particular purpose. The theory is beneficial in



the classroom because it enables teachers and students to work with the whole text and to see how language is use for a real purpose (p.9).

There are five genres of reading that taught to the ninth grade students of Junior High School of 15 Mataram. There are: *descriptive text, narrative text, recount text, procedure text and report text*. The problem affirms that, the ninth grade students of Junior High School 15 Mataram have low achievement in understanding these genres. The students are unable to identify the idea of each genre and the students are also unable to classify the generic structure of the genre. Hence, more specifically the present study attempts to answer the following questions:

(1). what the effect of gender on students' genre preference and reading achievement?

(2). How the correlation between genre preference and students' reading achievement?

LITERATURE

There are lot of studies have conducted and indicated about differences between male and female students in reading comprehension, reading preference or topic preference and reading motivation. Reading is kind of process of communication between writer and reader. It occurs to be a dynamic process and involved the readers to develop their vocabulary and the level of their information (Hussein and Munshi, 2011).

According to Scoot G. Paris and Steven A. Stahl "Reading is Remarkable" they stated that reading in teaching learning process for children may seem effortless and rapid. Besides that, it can be difficult, tiring and frustrating chore (Paris and Stahl, 2005). Therefore many researchers, educators, policy makers have dedicated an enormous amount of energy and resources to provide the proven practice to develop literacy knowledge for language teachers and students. It is remarkable because reading comprehension still become outstanding issue for many teachers.

More recent studies of reading attitude have been conducted, which focused on the major difference in reading choice. One result in regarding the students' preferences for choosing topics were conducted by Alevriadou, Griva, and

Semoglou (2008) found that 38.5% the two genders choose ballet topic and 30.8% female students gave the highest degree of preference for fashion topic. Meanwhile for irrespective the gender, showed interest in reading the text with 'neutral' topic (nutrition). However male students showed strong tension in preferring two 'masculine' related topics: football (46.2%) and electronics (30.8%).

Logan and Johnson (2009) found that there is strong relationship between reading ability, frequency of reading, and attitudes and beliefs relating to reading and school. Based on their finding, there was stronger relationship between all factors in the boys' questionnaire than the girls. Boys' attitudes in one area are more closely tied to their attitudes or feelings. Interestingly, boys' attitudes to school were significantly more closely related to their perceived academic support (from teachers and peers), underline this as an avenue that be used to prop up more positive attitudes of boys in school.

Relating to the students' genre preference Diaz (1996) investigated the high school students in Pennsylvania. The findings revealed the top 10 genres preferred by students was adventure, horror mysteries, humor, murder, love, fantasy, crime, sports and movies. The findings was compared with those of studies conducted 10 years earlier, there was found substantial change in reading interests.

Ay and Bartan, (2012) studied about the effect of topic interest and gender on reading test types. This study was administered to 168 Turkish EFL students in another private primary school. The result of the study was the different assessment types do not effectively assess language skill, as similar patterns were observed in all three levels' of reading-comprehension scores. In other words, no correlation between the language levels and the types of reading assessment used was found. Overall, the results of this study showed that it is not the test type, but rather the topic interest that affects comprehension most significantly.



Al- Nafisah and Al- Shorman, (2009) investigated 460 respondents of Saudi EFL teacher-college students on reading interest in English, the obstacles hindering their reading efforts, the persons who help them choose their reading materials and the reason why they read. The findings of the study revealed the top of students' reading interest which are stories, adventure books, religion book, internet magazines, and newspaper world events, magazines about computer, magazines about technology, sport magazine, novels, poetry and plays. On the other hand, the students are dislike about economic book. The finding also showed that the obstacles that hinder their reading efforts are rare visits to the library, inability to get books quickly, unavailability of reading materials, time constraints, lack of local libraries, beliefs of having better things to do than reading, difficulty of reading materials provided by English departments, beliefs that improving reading is not as important as improving other language skills, beliefs that there is no relationship between reading and other language skills, and lack of family interests in reading. Furthermore, the finding of this study was the students choose their reading materials by interest, teacher's request, the main character, length, literary quality, and cost.

Hussain and Munshi (2011) identified 387 secondary students reading preferences and their related issues. Their study reported the respondents preferred to read books on religion, literature, novels, magazines and story & romantic books. They were keen on reading newspaper, traveling story and scientific books, autobiographies and literature poetry and drama. They faced problems in reading and setting their reading preferences like high costs of the books, context and circumstances, availability of books, time and their time management ability, examinations & academic workload, lack of guidance, personal interest, and their study circles or groups.

One of the earliest of the explanations of ways in which boys' and girls' interests begin to separate out, each from the other, in the early

years of schooling was looked for in the concept of sex-role stereotyping. Millard stated that "children shape their behavior in response to the ways in which significant others in their lives expect them to behave," (Millard, 1997: 19). Technically, female and boys have learned how they differentiating their object preference since their early child. Girls will see their mother reading a female magazine, fashion magazine, watching drama, etc. While boys concern to see their father, reading a newspaper, watching football match, dabbling on automotive world, etc.

In principle, girls and boys got their first learning from inside and outside, "long before they enter the schools, different role model and behavior already appropriate are given to them, both by the adults who surround them, and by their friends who willingly police the boundaries of genders different" (Millard, 1997: 19).

Clark and Burke (2012) reviewed on National Literary Trust about Boy's Reading Commission in UK. And the reports of the survey were at age 7 the percentage of gap in reading was reaching the expected level at 7 percent. At age 11 the reading gap extends slightly at 8 percent and at age 14 the percentage of the gap was increasing further at 12 percent for English. Besides, the survey also reported that the girls look more enjoy in reading and have positive attitude toward spending time at the library than the boys. Furthermore, the report displayed the reason why boys are falling behind. The reasons were because: 1) peer pressure exerts a negative influence on boys who do not see reading as "cool"; 2) boys' reading interests clash with more feminine curriculum test.

Sainsbury and Clarkson 2008 reported a NFER survey of 4477 primary school students in 2007 about their attitude to reading toward reading enjoyment and confidence. The finding was children's enjoyment of reading has stopped declining sharply, and their confidence in their abilities as readers has stopped increasing sharply. Instead, their attitudes have held steady over the four-year period (2003-2007).



A result from NAEP (National Assessment of Education Progress) and PISA about gender on reading attitude and behaviour showed that girls tend to have a greater number of experiences with reading activities, which may explain their better performance in reading assessments (Brozo, 2011). Boys' attitudes and behaviors may be acting as barriers in the development of the reading skills needed for high performance on reading assessments (Smith & Wilhelm, 2002).

Al-Nafisah and Al- Shorman (2011) also reported that the students choose their reading materials based on interest, teacher's request, the main character, length, literary quality, and cost.

METHOD

The present study uses qualitative descriptive approach which used Ex-Post Facto data. Simon and Goes (2013) explained that ex-post facto research is deal for conducting social research when is not possible or acceptable to manipulate the characteristic of human participants.

The population of the study consisted of all the ninth grade students of Junior High School of 15 Mataram academic year 2015/2016. 30 samples consist of 15 male and 15 female students were selected as probably sample and the present study uses stratified sampling with random sampling as the technique.

To collect the data, this study was conducted three basic phases: *The first phase*, to find out the normality and homogeneity of the data. The normality test was tested by *Kolmogorov-Semirnov Test* and the homogeneity test was analyzed by *Levene's Test of Equality of Error*.

The second phase, to determine male and female students' genre preferences by using a questionnaire. In this phase, the students asked to place an (√) under the option which represents how they feel about the given genres as their reading materials. The questionnaire consisted of 5 items set on a 5-point Likert scale of *strongly disagree, disagree, don't know, agree and strongly agree*.

The third phase is to determine the correlation between genre preference and reading achievement. The data of genre preference and the result of reading achievement was analyzed by using partial correlation analysis.

The last phase is to determine the students' reading achievement. Reading Test was conducted. The five genres assigned to 30 students, which every genre presented in five passages of multiple-choice test. Multiple choice tests were chosen and the text of the passage was taken from the English test National Exam of Junior High School academic year 2013/2014. Every passage of the reading test distributes 5 text of narrative, descriptive, report, recount and procedure genre.

To find the effect of gender on genre preference and reading achievement, the data was analyzed by Regression Analysis Test where the finding of the test was offered the result of F-test and t-test, while to find out the correlation between genre preference and reading achievement the data was analyzed by using partial correlation test. Both of the tests were analyzed by using SPSS. 22.0

3. Findings and Discussion

4.1 Normality and Homogeneity Test

Table 1 The Normality of Genre Preference

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Genre Score	.114	30	.200*	.961	30	.331

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

a. Lilliefors Significance Correction

Table 2. The Normality of Reading Achievement

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.



Reading Score	.108	30	.200*	.971	30	.577
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 1 and 2 showed that the data distribution of both data findings were higher than significant level, the probability value of genre preference score was 0.200 ($p > 0.05$) and reading score was 0.200 ($p > 0.05$). It means that both variables were normal.

Table 3. The Homogeneity Test of Genre Preference

Genre Preference Score

Levene Statistic	df1	df2	Sig.
680	1	28	.417

Table 3 presents the result of homogeneity test for students' genre preferences. It shows that the probability value of the test was 0.417. It means that the probability value of the data is higher than significant level ($0.417 > 0.05$). Hence, H_0 is rejected and it can be interpreted that the data were collected from homogeneity population.

Table 4 The Homogeneity test of Reading Score

Reading Score

Levene Statistic	df1	df2	Sig.
1.116	1	28	.300

Table 4 demonstrates the result of the test of homogeneity for students' reading achievement. It can be seen that the probability value of the test is 0.300; it means that the probability value of the data is higher than significant level ($p > 0.05$). Therefore, H_0 is rejected and it can be interpreted that the data were collected from homogeneity population.

4.2 Gender's Effect

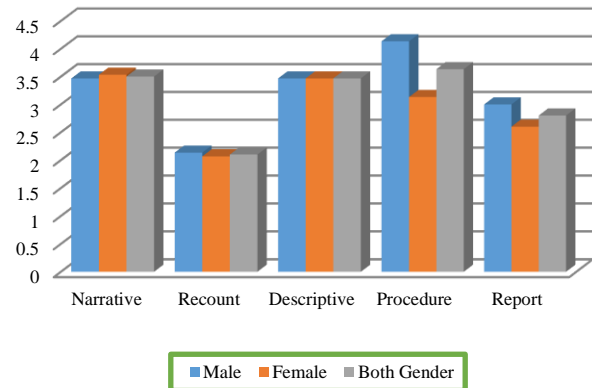
The first question investigates the effect of gender on genre preference and reading

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achievement. Figure 1 shows the means score of each genre based on the students' responses to the questionnaire.

Figure 1. Gender on Genre Preference Overall Mean Grades



Regarding to the questionnaire response of gender on genre preference, there was a gap of genre preference between male and female students, where it was relatively small. This evidenced the previous study that found there are wide ranging in reading preference between male and female students. (See; Millard, 1997; Alevriadou et al, 2008; Logan and Johnston, 2009; Al-Nafisah and Al-Shorman, 2011; Brozo, 2011; Ay and Bartan, 2012; Clark and Burke, 2012).

For overall result of questionnaire response, both genders were interest in all genres but the frequency showed *narrative* genre gained the highest frequency and *recount* genre gained the lowest frequency from the girls. Besides, boys more prefer in *procedure* genre. These findings evidenced the survey from National Literary Trust (2012) that more boys than girls read comics, newspapers and manuals. The present study shows that boys almost have the same percentage of interest in reading *narrative* genre with the girls. Determining the interest of *recount* genre, the finding shows that both genders have the same feeling. They are not interest to read about people experience. Both genders were interest in reading a description of their favorite idol, that's why *descriptive* be the third favorite genre. Meanwhile, boys seem more interest in reading *procedure* than girls. And girls feel more difficult in understanding *report* text than boys.



Figure 2. Gender on Reading Achievement Overall Mean Grades

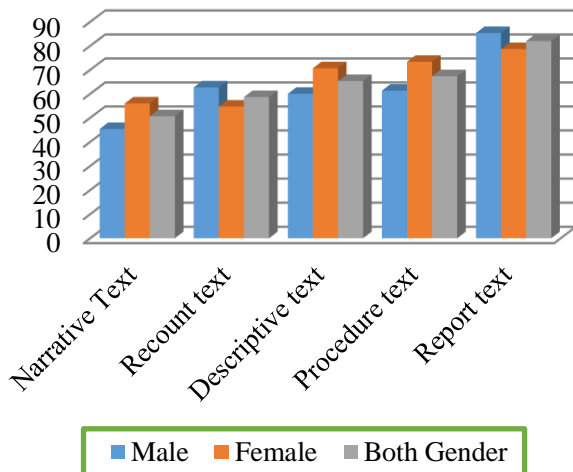


Figure 2 shows the main score of students reading achievement toward the reading test. Concerning to the achievement scores of students at reading, girls almost succeed in all genre texts except the genre that boys preferred in. this findings point out girls was superior to boys in achieving reading comprehension. This consistent with many studies that found girls have better attitude in reading and the achievement than boys (Busch, 1994; Millard, 1997; Alevriadou et al, 2008; Logan and Johnston, 2009;; Al-Nafisah and Al-Shorman, 2011; Brozo, 2011; Ay and Bartan, 2012; Clark and Burke, 2012; Arrelano, 2013). However both students' reading achievement was fall on their genre preference.

The fact that boys are less in reading attitude than girls was evidenced Clark and Burke (2012) report that showed the reason why boys are falling behind. The reasons were because: 1) peer pressure exerts a negative influence on boys who do not see reading as “cool”; 2) boys' reading interests clash with more feminine curriculum test.

Table 5 shows the result of F-test and t-test regarding to find out the statistic score of the effect of gender on genre preference and reading achievement.

Table 5. The F-test and t-test of gender on genre preference and reading achievement

Variables	t	F	Sig.
Genre Preference	2.106	4.435	0.044 ^b
Reading Achievement	0.000	0.000	1.000 _b

However, based on statistic analysis there were no significant effect of gender on genre preference and reading achievement. The analysis of regression was present scientifically the result of F-test and t-test and the finding for genre preference shows that the score of F_{count} was higher than F_{table} . ($4.435 > 3.354$) Meanwhile, the score of t_{count} was higher than t_{table} ($2.106 > 1.669$). It means there is a significant effect of gender on genre preference. This finding was consistent with a number studies that stated there is a role of gender in creating students' reading preference and the H_0 is rejected (Millard, 1997; Alevriadou et al, 2008; Logan and Johnston, 2009; Al-Nafisah and Al-Shorman, 2011; Brozo, 2011; Ay and Bartan, 2012; Clark and Burke, 2012).

Meanwhile, the result finding for reading achievement was H_0 is accepted. It means there is no significant effect of gender on achieving their reading comprehension. It is evidenced by the score of F_{count} that lower than F_{table} ($0.000 < 3.354$) and the score of t_{table} was lower than t_{table} ($0.000 < 1.669$). This is inconsistency with previous study that reported the gap of gender my impact their reading ability (Logan and Johnston, 2009; PISA, 2009; Al-Nafisah and Al-Shorman, 2011; Brozo, 2011; Ay and Bartan, 2012; Clark and Burke, 2012)

The Correlation between Genre Preference and Students' Reading Achievement

The second question investigates the relationship between genre preference and reading achievement.

Table 6. Partial correlation of genre preference and reading achievement

Control Variables	Total Genre	Reading Score
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Students' Gender	Total Genre	Correlation	1.000	0.229
		Significance (2-tailed)	.	0.232
		df	0	27
Reading Score		Correlation	0.229	1.000
		Significance (2-tailed)	0.232	.
		df	27	0

The finding on table 6 showed that there was no significant correlation between genre preferences and reading achievement. It evidenced by the probability value that higher than significant level ($0.232 > 0.05$) and the value of correlation (0.229) that indicate there was low relationship between genre preferences and reading achievement. It evidenced the finding of the present study that shows both of genders were fail in reading test toward genre that they prefer in.

Conclusion

Based on the questionnaire response, gender was affecting the process of genre preference of the ninth grade students of Junior High School of 15 Mataram. It evidenced by girls more prefer in narrative genre while boys interest in procedure genre.

Meanwhile, based on the result of statistic analysis of F-test and t-test, there is significant effect between male and female students on genre preference. It evidence from the result of F-test and t-test that F_{count} is higher than F_{table} and t_{count} is higher than t_{table} . Meanwhile, the result of F-test and t-test of Reading achievement showed that the value of F_{count} was lower than F_{table} and the value t_{count} was lower than t_{table} . It means there is no significant effect of gender on reading achievement.

Second, there was no significant correlation between genre preference and reading achievement even though it controlled by the students' gender. It was proved with the result of partial correlation test that the probability value was higher than significant level ($0.232 > 0.05$). Furthermore, the fact that both genders were fails in accomplish the reading test based on genre that they preferred in indicated reading interest did not influence the reading achievement.

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