

Chapter One

Introduction

In this chapter, the researcher describes the background of the study, statement of the problem and limitations of the problem. The researcher puts a number of research questions and objectives of the study, regarding important issues which are appropriate with the context of the study. The researcher also includes the significance of the study as to why this research is important to be conducted. In addition, the outline of this research is included in this chapter.

Background of the Study

Reading ability is a basic foundation in academic that every person must master for their survival. Reading is an important learning activity undertaken by children in the first year of school and the development of their literacy skill is a fundamental for their school (Chapman & Tunmer, 1995). Based on the researchers' experience, there are many advantages during reading activity. The advantages of the reading are, get new information, open the insight and knowledge, and increase the memory quality. Day and Bamford as cited in Zain (2011), stated that reading is considered to bring many advantages on learning especially in reading achievement. For the student, reading achievement is considered as the most important one because it can influence other language skill (listening, speaking, and writing). The importance of reading has led many researchers to conduct research, with the topic nature of reading attitude of individuals (Machet, 2004).

Reading attitude is one of important things during reading activity.

Reading attitude is defined as a learned disposition on how to behave, positive or negative, and reading attitude refers to person's attitude toward reading as an activity (Ajzen & Fishbein, 2007). Positive reading attitude is possible to encourage higher reading performances. Walberg and Tsai as cited in Karim and Haan (2006) reasoned that a positive attitude toward reading is one of the strongest correlates of reading achievement. According to researcher personal experience, some of the students involved in researcher's view, they have a different attitude in reading in interest of the kind of the book that they choose to read.

There are many factors affecting student reading attitude. McKenna and Kear in McGeown, Goodwin, Henderson and Wrifight (2012), stated that students attitude toward of reading has a main factor in affecting reading perform. According to McKenna, Kear and Ellsworth in Mohd-Ashraf and Abdullah (2016), reading attitude develops over time as a result of three factors, such as normative beliefs (how one's friends view about reading), beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating or boring) and beliefs about outcomes of competing activities, and specific reading experiences. Furthermore, Walberg and Tsai in Karim (2006) also stated that there are some factors contributing to a positive attitude among adolescents such as; believing that reading is important, enjoying reading, having a high self-concept as a reader; and having a home environment where verbal interaction takes place regularly.

The gender differences toward reading attitude have been observed in several studies. Female and male students is difference in their reading choices, frequency of reading and attitudes toward reading (Coles & Hall, 2002). Some studies have found, female students enjoy reading more significantly than male students (Merisuo-Storm, 2006). Sadowski (2010) stated that males read-less than female, which directly correlated to their reading achievement. The male students also tend to see themselves as poor readers (Boltz, 2007). From the statement above, some studies stated that between male and female students have a different attitude toward reading and some studies found that most of female students had biggest positive attitude toward reading than male students.

There are some factors of reading attitude differences between male and female students. As a female student, the researcher have an observation that attitude differences between male and female students toward reading depends on their reading interest. Female students more prefer to read the magazines, fashion's book, and novel but male students more preffer to read sport magazine, and news paper. Gender differences in reading prefferent also have been observed in several studies. According to Boltz (2007) males tend to engage in reading through different type than females and males tend to read brief informative texts. Male students also more prefer to read non-fiction book, comics, graphics novel, fantasy, sports, humor and horror (Merrisuo-Storm, 2006; Boltz, 2007) while adventure books are females' favorite (Merisuo-Storm, 2006).

This condition also happens at English Language Education Department of a Private university in Yogyakarta (ELED of PUY). In this university, students have a different attitude toward reading. Some students' at ELED of PUY have a

possitive attitude toward reading, but some of them also have negative attitude toward reading. Female students in this university have an positive tend to enjoy the entertaining book or text. In other hand male students' at ELED of PUY more prefer to read informative book or text. Therefore, factors of the differences toward reading is not only caused by the gender differences, reading preferences also one of factors in reading attitude differences. Students' reading attitude at ELED of PUY is not identified yet, if there are any differences that female students in ELED of PUY have a high attitude than male students like the study above.

Based on the background above the researcher is interested in carrying out a research on female and male students' reading attitude differences at ELED of PUY. In addition, this research has not been conducted at this university before. Therefore the researcher is curious, whether any differences between female and male students' toward reading attitude.

Statements of the Problem

As a learner of English language, reading activity is a one of important skills to support the ability. Every student in ELED of PUY has different reading attitude. There are some factors in reading attitude differences, and gender differences become a factor that makes differences toward reading attitude. In other case, female and male students' at ELED of PUY have a prefference on different kind of book as mentioned before. Female students' preffer to read the entertaining book and male students more preffer toward informative book. The differences toward reading attitude between female and male students at ELED of PUY has not been identified. Therefore, in this research there are several

problems that will be investigated the research, such as gender differences toward reading attitude, and factor that make the differences toward reading attitude.

Limitation of the Problem

Based on the statement of the problem, the researcher focus on female and male students' in reading attitude differences at English Education Department. Especially the researcher focuses on female and male students' reading attitude differences at ELED of PUY. Female and male students' at ELED of PUY is different in their reading attitude. Based on researcher experiences, female students at ELED of PUY have a preference to read entertaining books and male students more preffer on informative book. In addition, the reseracher focusses more on the factors of reading attitude differences as the limitation of the problem.

Research Questions

The research question of this research is:

1. How is the reading attitude of female students at ELED of PUY batch 2016?
2. How is the reading attitude of male students at ELED of PUY batch 2016?
3. Is there any significant differences of attitude toward reading between female and male students at ELED of PUY batch 2016?

Purposes of the Study

Based on research question, the purpose of this research can be framed as follows:

1. To find out reading attitude of female students at ELED of PUY batch 2016.

2. To find out reading attitude of male students at ELED of PUY batch 2016.
3. To find out the significant differences of attitude toward reading between female and male male students at ELED of PUY batch 2016.

Significances of the Study

This research aims to give benefits for:

Teachers. This research can help the teacher as a resource to treat between female and male students on their reading attitude differences.

Students. The researchers hope this research can help give the information to students and know the differences between female and male students at reading attitude.

Readers. This research can help the reader to find out female and male students' reading attitude differences and help to know the factor of gender differences toward reading attitude at ELED of PUY.

Future Researchers. This research has a benefit for the next researcher for the resource that would carry out the similiar focus on gender differences toward their reading attitude.

Outline of the Study

There are three chapters on this *skripsi*. Chapter one describes the description of research. This chapter describes the background of the study, statement and limitation of the problem, research question, and purpose of the study and significance of the study. Chapter two discusses about literature review, there are definiton of reading activity, definition of reading attitude, definition of differences reading attitude between female and male students, factors of differences reading attitude, and conceptual framework between female and male

students. Chapter three explains about methodology. This chapter consists of research design, research population and sample, methodology, and data analysis. Chapter four is contain about finding and discussion. This chapter explain about the finding result of this study and discussion the finding to answer the research question. The last chapter is chapter. This chapter consist the conclusion and recommendation.