Chapter Four

Finding and Discussion

In this chapter, the researcher explained finding of the research. The findings are the answers of research questions. The first research question is "How is the reading attitude of female students at ELED of PUY?". The second research question is "How is the reading attitude of male students at ELED of PUY batch 2016?". Then, the last research question is "Is there any significant differences of attitude toward reading between female and male students at ELED of PUY batch 2016?". The discussion of the finding is also presented in this chapter.

Findings

The findings in this study are divided into three sections. Firstly, the findings on female students' reading attitude at ELED of PUY batch 2016; this finding is also used to answer research question number one. The second is finding on male students' reading attitude at ELED of PUY batch 2016 and this finding also used to answer research question number two. To find out female and male students' reading attitude in this research, there were three components involved on the set of questionnaire. Those component were reading interest, reading preference and reading frequency. The last finding is the finding about the differences between female and male students' reading attitude differences at ELED of PUY batch 2016 whether it significant or not significant. Thus, the finding is also used to answer research question three. In this research, the researcher also attempts to find the normality of the data from normality test

before analyzing the data. The researcher used SPSS with explore command
which can be used for normality test in one group or more one group. Table 4.1
presents the normality test result in this research.

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Female	0,206	22	0,015	0,946	22	0,274
Male	0,187	22	0,043	0,899	22	0,029
a. Lilliefors Significance Correction						

Table 4.1 *Tests of Normality*

Based on the table above, the data in this research is normally distributed.
The result of table above shows that probabilities asymp.sig in this research is
0,206 for female student data and 0,187 for male student data. It means that, the
both data are normal distribution because the asymp.sig > 0,05.

Female Students' Reading Attitude. The data on female and male
students' reading attitude were obtained by distributing questionnaire to measure
students' attitude toward reading at ELED of PUY. There were three component
that involved in the questionnaire. The first component was reading attitude by
interest, the second component was reading attitude by preference, and reading
attitude by frequency as the last component. The questionnaire was distributed to
57 female students and the sample used in this research were 49 female students.
Firstly, the researcher explained the finding result of female students' reading
attitude to answer research question on table 4.2 below.

Table 4.2 *Female Students' Reading Attitude*

Female	Average											3.10
	N											49
	Std.Deviation											.421
Reading Attitude by Interest	Q1	Q2	Q3	Q4	Q5	Q6	Q8	Q9	Q15	Q17		Average
	3.73	4.10	3.41	3.69	4.51	3.94	3.80	2.92	3.96	3.98		3.8
Reading Attitude by Preference	Q7	Q14	Q16	Q18	Q19	Q20	Q21	Q22				Average
	3.29	3.84	2.92	2.94	3.71	3.78	3.92	3.24				3.45
Reading Attitude by Frequency	Q10	Q11	Q12	Q13								Average
	3.59	3.04	3.51	3.45								3.39

To find out the female students' reading attitude, the researcher used the result of questionnaire scores by counting the mean of the score. To analyze the level of female students' reading attitude result, the researcher used a categorization as has been mentioned in previously chapter (*See page 32, Table 3.4*). Based on table above, the mean value of female students' reading attitude is 3,10. According to reading attitude level, this means that female students have a fair level in reading attitude.

The first component of the reading attitude is according to their interest. Based on the table, mean value of female reading attitude by interest is 3,8. According to the reading attitude level, this means that female students have a high level in reading attitude by interest component. The highest score in this component is 4,51 at question number 5. For the question number five at the questionnaire which is "*Saya sangat menyukai buku dengan banyak gambar*" (I like books to have a lots of pictures). Female students reach the high categorization level. Female students also get the lowest score at question number 9. The score in this number is 3,29 and means that the score in fair categorization

level. The question for number 9 is "*Saya menyukai tokoh baik dalam sebuah cerita*" (I like the characters in the stories to be good and happy).

Next, the second component is reading attitude according to their preference. Based on the table above, mean value of female reading attitude by preference is 3,45. According to reading attitude level, this means that female students have a fair level in reading attitude by preference component. For the component of reading preference, female students get the highest score at question number 21. Female students get the score 3,92 and it means that female students are in high level for question that stated "*Saya memahami dengan benar kalimat yang saya baca*" (I understand well the words I read). The lowest score in this component is on question number 16. Female students get the score of 2,92 and means that female students' are in categoryzation of fair level. The question at the questionnaire number 16 is "*Saya suka membaca dengan keras di kelas*" (I like to read aloud in class).

The last component is reading attitude by frequency. Mean value of female reading attitude by frequency based on the table is 3,39. According to the reading attitude level, this means that female students have a fair level in reading attitude by frequency component. In this component, female students reach the highest score 3,29 at question number 10 and it means that female students have a fair level of categorization. The question number 10 at the questionnaire is "*Saya suka membaca di rumah saat mempunyai waktu luang*" (I like to read at home in my spare time). The lowest score in this component is the question number 11, with 3,06 as the score. The question number 11 stated "*Saya gemar mengunjungi*

perpustakaan" (I like to go to library), and those question female students' have a fair level of categorization.

As seen at table 4.2 above, female students have a fair level at reading attitude. The table also shows that female students at ELED of PUY have a high level at reading interest. For the component reading interest, female students at ELED of PUY batch 2016 have a highest score at question "I like books to have a lots of pictures" and the lowest score at question "I like the characters in the stories to be good and happy ". Moreover, the highest score of female students' reading preference component at the question "I understand well the words I read" and the lower score at the question "I like to read aloud in class". For the component reading attitude by preference, female students have a fair level at reading attitude. In the component of reading frequency, female students at ELED of PUY have a higher score at question "I like to read at home in my spare time", also the lower score at question "I like to go to library". In summary, female students have a fair level at reading attitude by frequency component.

Male Students' Reading Attitude. The questionnaire in this reasearch distributed to 34 students and sample were used in this research were 31 male students ELED of PUY academic year 2016. Table 4.3 bellow shows the result of male students' reading attitude.

Table 4.3 *Male Students' Reading Attitude*										
Female	Average									2.81
	N									31
	Std.Deviation									.477
Reading Attitude by Interest	Q1	Q2	Q3	Q4	Q5	Q6	Q8	Q9	Q15	Q17	Average
	3.39	3.77	3.58	3.84	3.71	3.26	3.26	3.29	3.32	3.10	3.45
Reading Attitude by Preference	Q7	Q14	Q16	Q18	Q19	Q20	Q21	Q22			Average
	2.42	3.06	2.35	2.65	3.32	3.13	3.52	3.10			2.94
Reading Attitude by Frequency	Q10	Q11	Q12	Q13							Average
	3.29	3.06	3.26	3.42							3.25

According to the table above, mean value of the male students' reading attitude is 2,81. This means that, male students also have a fair level at reading attitude, but male students' reading attitude in general result are lower than female students. For the male students' reading attitude analyzes, the researchers also describes the result according to component that involved on the set of the questionnaire like the analysis of male students' reading attitude. To analyze the level of male students' reading attitude result, the researcher used a categorization as has been mentioned in previously chapter (*See page 32, Table 3.4*).

The table above shows the result of male students' reading attitude spesificaly based on the component involved in questionnaire. Mean value of male reading attitude by interest component based on the table is 3,45 and means that male students have a fair level at reading by interest component. In this component, male students get the highest score on the question number 4 which stated *"Saya suka membaca buku petualangan"* (I like to read adventure book). The question number 4 at the questionnaire get the score 3,69 and means that

male students have a fair level of categorization. Male students get the lowest score in this component at the questions number 6 and 8. The question are *"Saya suka jika mendapatkan hadiah berupa buku"* (I like getting book as a present) and *"Saya menyukai tokoh baik dalam sebuah cerita"* (I like a characters in the stories). Both of questions above have a score 3,26, means that for questions number 6 and 8 are in fair level of categorization.

Moreover, in general, the result of reading attitude according to reading preference component showed that male students also have a fair level with the score 2,94. Male students reach the highest score in question number 21, which stated *"Saya memahami dengan benar kalimat yang saya baca"* (I understand well the words I read). Those question get the 3,52 and means that male students have a fair level of categorization. Besides, the lowest score of male students based on the result is question number 16, which stated *"Saya suka membaca dengan keras di kelas"* (I like to read aloud in class). Male students get score 2,35 and that the question above in low level of categorization.

Based on the table above, mean value of male reading attitude by frequency component is 3,25 and it means that male students have a fair level at reading attitude by frequency component. In this component, male students also get the higher score at question number 13, with the state *"Saya suka melakukan latihan dan kegiatan yang berhubungan dengan apa yang saya baca"* (I like to exercises and activitiesabout the things I read). The score for the question above is 3,42 and the question score has a fair level categorization. In addition, male students also get the lower score at the question number 11 and the score is 3,06.

It means that the question *"Saya gemar mengunjungi perpustakaan"*(I like to go to library) has a fair level of categorization.

Based on the findings above, male students' have a fair level at reading attitude. Male students also have fair level at three components, reading by ineterst, reading by preference, and reading by frequency component. For reading by interest component, male students have a highest score at question "I like to read adventure book". While, male students get the lowest score at question "I like getting book as a present" and "I like a characters in the stories". For the reading preference component, male students have a higher score at question "I understand well the words I read" and lowest score at question "I like to read aloud in class". In addition, the highest score of reading frequency component on question "I like to exercises and activitiesabout the things I read", and the lowest score at question "I like to go to library."

The Difference between Female and Male Students' Reading Attitude.
To find out if there is a significant difference between female and male students' reading attitude, the researcher used Compare Means analysis in SPSS and using Independent Sample T-test. In Independent sample T-test, there is a coefficient standard to find the significant difference. Standard that is used in this research is if the value of significance or Sig.(2-tailed) < 0,05. The result of significant difference is presented on the following table.

Table 4.8 *Independent Sample T-test*		
	Reading Attitude	
	Equal variances Assumed	Equal variances not assumed
Means	Df	78	57.953
	Sig.(2-tailed)	.005	.007

The independent sample t-test compares two mean values of two independent groups in this research. Mean value of the first group (female) is 3,10 and mean value of the second group (male) is 2,81. According to the table independent sample t-test above, the value of Sig.(2-tailed) shows that there is a significant difference between female and male students' reading attitude. The values of Sig.(2-tailed) is 0,005. Garth (2008) argues that if the value of Sig.(2-tailed) < 0,05, means that there is a significant difference. Thus, the alternative hypothesis in this research is accepted, which means that there is a significant difference between female and male students' reading attitude at ELED of PUY batch 2016.

Discussion

In this part, the researcher discusses the analysis of the statistical data that were presented in previous sections. In this research, there are three things to find out. Firstly, this research aims at finding out female students' reading attitude at ELED of PUY batch 2016. Secondly, the researcher investigated the male students' reading attitude at ELED of PUY batch 2016. Thirdly, the researchers find out the significant differences between female and male students' reading attitude at ELED of PUY batch 2016.

The result on female students' reading attitude at ELED of PUY had been presented in table above. The table 4.2 (*see pg.36*) shows that 3.10 is the mean value of female students. This means that female students at ELED of PUY batch 2016 have a fair level at reading attitude. Reading attitude by interest, preference and reading frequency were become a measurement of female students' reading attitude score that included in set of questionnaire. As shown by the result above,

female students have a fair level in general, but in reading interest, the result shows that female students at ELED PUY academic year 2016 like to read a story book. Next, as also shown by the result above, female students get high score at reading a book with a lot of picture. This result is related to the finding of study from McGeown, Goodwin, Henderson and Wright (2012) who stated that female students are more interested in non-fiction book such a novel and story. Therefore, female students' also tend to like the main character that are good and friendly. The researcher also investigated female students' reading attitude based on their preference. Female students' tend to reading aloud, like to listen when someone read aloud, and like to do their homework. For the reading attitude according the frequency, the result shows that female students' have a fair level according to frequency of going to the library and doing a reading exercise. Moreover, the table (*see pg. 36*) shows that female student at ELED of PUY like to enjoy their spare time to read a book. This finding is also supported by Clark and Burke (2012) who stated that female students enjoyed reading more, do it often and seek the opportunities in the library.

Then, the result of male students' reading attitude at ELED of PUY batch 2016 generally were 2.81 score of mean. It means that male students have a fair level on their reading attitude. Reading components involved in the set of questionnaire also become the measurement of reading attitude of male students at ELED of PUY batch 2016. From the component of reading attitude of interest, male students like to read non-fiction book such as historical, animals and experiment. This is in line with the study by Artola, Sastre, Gratacós and Barraca (2013) showing that male students like to read non-fiction book that have a

purpose to get information. According to reading interest result, male students'
reading attitude is in contrast with the female students' reading attitude which like
to read non-fiction such as story book and novel more. Male students also show
that they have a low attitude at reading aloud and listen when someone reading
aloud for reading preference component. This is supported by Artola, Sastre,
Gratacós and Barraca (2013) that male students dislike to listen when someone
reading aloud as well as reading themselves aloud. In addition, male students also
have low attitude at doing homework than female students. This reason might be
caused by gender stereotyping. This perspective is supported by McGeown et al
(2012) stated that reading is recognized within home environment as an activity
closely with female. In this research, the result also showed that both female and
male student have a fair level at reading frequency in general. Although the result
score between female and male students have fair level, female students' score are
better than male students. This finding is related to perspective by McGeown and
Johnston (2009) stated that female and male students are different in frequency of
reading.

To find out the significant difference between male and female students'
reading attitude at ELED of PUY batch 2016, the t-test statistical analysis was
determined by the value of Sig.(2-tailed) in independent sample t-test. The value
of Sig.(2-tailed) in this research was 0.005 with the mean difference is 0.296. In
addition, the criteria for the significant different is value of Sig.(2-tailed) < 0.05.
Then, the value of Sig.(2-tailed) in this research was 0.005 which automatically
showed that there are significant differences between female and male students'
reading attitude at ELED PUY batch 2016. The result in this research contrasts

with the study by Artola, Sastre, Gratacós and Barraca (2013) showing that there is no significant difference between female and male students' of Madrid toward reading attitude because female and male students' tend to read and find interest in different types of literature. Additionally from the result, it is shown that female students at ELED of PUY batch 2016 are better at reading attitude score than male students in general. To conclude, since the result of this research showed there are significant differences between female and male students' reading attitude at ELED of PUY batch 2016, the hypothesis of H_1 in this research was accepted.